DOCUMENT RESUME

ED 025 773 AL 001 711

By-Pedtke, Dorothy A.; And Others
Reference List of Materials for English as a Second Language. Supplement: 1964-1968.
Center for Applied Linguistics, Washington, D.C.
Pub Date 69
Note-207p.
Available from-Publications Section, Center for Applied Linguistics, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036 ($5.00).
EDRS Price MF-$1.00 HC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Applied Linguistics, Contrastive Linguistics, Dictionaries, *English (Second Language), Instructional Aids, *Instructional Materials, Language Instruction, Linguistic Theory, *Reference Materials, Teacher Education, Teaching Methods, Teaching Techniques, Tests, *Textbooks

This annotated bibliography supplements, in one volume, "Reference List of Materials for English as a Second Language, Part 1" (see ED 014 723) and "Reference List of Materials for English as a Second Language, Part 2" (see ED 014 724). Materials are listed under the following categories: (1) Texts --general, pronunciation, grammar and usage, vocabulary, conversation, comprehension and reading skills, composition, handwriting, spelling, specific language backgrounds, specialized fields; (2) American readers; (3) Dictionaries; (4) Tests; (5) Teaching aids; (6) Background--linguistics, the English language, contrastive studies, bibliographies, periodicals; (7) Methodology--language teaching, teaching English, teaching aids; (8) Preparation and Analysis of Materials; (9) Preparation of teachers; (10) Language testing; and (11) Programs in specific geographic areas. An author index concludes the volume. (AMM)

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Reference List

OF

Materials

FOR

English

AS A

Second Language

Supplement: 1964–1968

AL 001 711

Reference List of Materials for English as a Second Language

EDITED BY

Dorothy A. Pedtke
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Supplement: 1964–1968

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Washington, D.C.

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Washington, D.C. 20036

Library of Congress Catalog Card Number: 64-8917
Printed in the United States of America

Price: $5.00

Foreword

Reference List of Materials for English as a Second Language is a comprehensive, annotated bibliography covering materials produced between 1953 and 1968. It is published in three parts. Part 1 is devoted to text materials, readers, dictionaries and tests; Part 2 to background materials in linguistics, the English language, and the methodology of language teaching. The Supplement covers both areas, bringing the first two parts up to date.

The Foreword to the first two volumes sketches the development and aim of *Reference List*, and enumerates a number of bibliographies that have resulted from work connected with it. To these should be added the following: *Teaching English in Adult Education Programs: An Annotated Bibliography*, by Sirarpi Ohannessian and Ruth E. Wineberg, (1966); *English as a Second Language in Elementary Schools*, by Carol J. Kreidler, (revised 1967); *Selected List of Materials for Teachers of English to Speakers of Other Languages*, by Sirarpi Ohannessian and Dorothy Pedtke, (1967).

Our aim in *Reference List* has been to give as much information as possible on materials produced or published between 1953 and 1968, i.e. the period the bibliography is intended to cover. However, a number of "classics" have been included, as well as a few other works of particular value or interest which fell outside this time limit. Also, in categories where there was an abundance of material, a degree of selectivity has been possible. A number of materials on the English language intended for native speakers of English, but reflecting grammatical approaches based on modern linguistics have been included to give the teacher an introduction to this field and to provide information on some aspects of the language not covered in traditional grammar. This Supplement contains a section on contrastive studies of English and other languages, and one on teaching aids, categories that were omitted from the two previous volumes because the collected material had been incorporated into other publications of the Center.

The selection, annotation and editing of the entries in the Supplement have been the responsibility of the editors, who have been aided in this work by the efforts of a number of people. Thanks are due to the Center Librarian, Miss Alice Eppink, and her staff for their cooperation. Thanks are also due Mr. Frank A. Rice, Mrs. Allene Guss Grognet and the staff of the Office of Information and Publications for their assistance in the preparation of the manuscript for publication. Finally we would like to thank Mrs. John Schultheis and Miss Paulette Hubbard for their untiring assistance in typing the first and final drafts of the manuscript.

Sirarpi Ohannessian, Director
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ABBREVIATIONS OF PERIODICALS CITED

RLM:1	Reference List of Materials for English as a Second Language Part 1: Texts, Readers, Dictionaries, Tests
RLM:2	Reference List of Materials for English as a Second Language Part 2: Background Materials, Methodology

ABCLB	ABC English as a Second Language Bulletin (American Book Company, USA)
AS	American Speech (USA)
AVI	Audiovisual Instruction (USA)
AVLJ	Audio-Visual Language Journal (Great Britain)
CCC	College Composition and Communication (USA)
CDFLN	Chilton Didier Foreign Language Newsletter (USA)
CDN	College of Desert English as a Second Language Newsletter (USA)
CE	College English (USA)
CETO	CETO News (Center for Educational Television Overseas, Great Britain)
CJL	Canadian Journal of Linguistics (Canada)
CJŠ	Cizí Jazyky ve Škole (Czechoslovakia)
CMLR	Canadian Modern Language Review (Canada)
EE	Elementary English (USA)
EJ	English Journal (USA)
ELT	English Language Teaching (Great Britain)
ENL	English—A New Language (Australia)
ETB	English Teaching Bulletin (Israel)
ETF	English Teaching Forum (USA)
EV	Englisch an Volkschochschulen (Germany)
FFLR	Florida Foreign Language Reporter (USA)
FR	French Review (USA)
GQ	German Quarterly (USA)
GTJ	Ghana Teachers' Journal (Ghana)
HER	Harvard Educational Review (USA)
IIE	IIE News Bulletin (Institute of International Education, USA)
IJAL	International Journal of American Linguistics (USA)
IJAYE	International Journal of Adult and Youth Education (UNESCO, France)
IJŠ	Innostranije Jazyki v Škole (USSR)
IL	Incorporated Linguist (Great Britain)
JEE	Journal of Experimental Education (USA)
JL	Journal of Linguistics (Great Britain)
JVLVB	Journal of Verbal Learning and Verbal Behavior (USA)
LATEPO	LATEPO Bulletin (London Association of Teachers of English to Pupils from Overseas, Great Britain)
LC	Lenguaje y Ciencias (Peru)
LL	Language Learning (USA)
LR	Linguistic Reporter (USA)
ML	Modern Languages (Great Britain)
MLJ	Modern Language Journal (USA)
MS	Moderna Språk (Sweden)

MSpr	Modern Sprachen (West Germany)
MSTEQ	MST English Quarterly (Manila Secondary Teachers, Philippines)
OP	Occasional Papers (American Language Institute, New York University, USA)
OVAC	OVAC Bulletin (Overseas Visual Aids Centre, Great Britain)
PADS	Publications of the American Dialect Society (USA)
PJLT	Philippine Journal for Language Teaching (Philippines)
PMLA	Publications of the Modern Language Association of America (USA)
QJS	Quarterly Journal of Speech (USA)
RPA	Revue de Phonétique Appliquée (Belgium)
SIL	Studies in Linguistics (USA)
SL	Studia Linguistica (Sweden)
TEd	Teacher Education (Great Britain)
TEng	Teaching English (India)
UE	Use of English (Great Britain)
WAJE	West African Journal of Education (Nigeria)
ZPSK	Zeitschrift für Phonetik Sprachwissenschaft und Kommunikationsforschung (West Germany)

Texts

GENERAL

Adair, J.B. and Robert L. Curry. ***Talking It Over: An Adult Reading Readiness Program for the Culturally Different.*** 2 vols. Chicago: Follett, 1966.

Intended to "develop the skills essential for success in the initial stages of learning to read," also to broaden conceptual background and improve oral language skills. Student's book contains only pictures of objects and scenes from daily life. Instructor's book suggests goals to be achieved through use of each picture, and procedures for class use. Also provides pronunciation practices with notes on points of interference for speakers of Spanish, Italian, and German.

Adams, John. ***Begin English with Me: A Book for Adults.*** London: Hodder and Stoughton, 1964. 191 pp.

Each lesson contains a vocabulary list transcribed in IPA; illustrations; substitution tables and illustrative sentences; and exercises. Introduction for students in twelve languages. Vocabulary lists and key to exercises appended.

Alesi, Gladys E. and Dora F. Pantell. ***Second Book in American English.*** New York: Oxford Book Company, 1964. xii, 393 pp.

Graded text for adults, intermediate level. Follows same general format as ***First Book in American English*** (***RLM:1***, p. 3). Course consists of dialogs preceded by a picture and questions to stimulate and direct conversation, and followed by exercises.

Alexander, L.G. ***New Concept English.*** 4 vols. London: Longmans, 1967.

For adults or secondary school students. Volumes include ***First Things First,*** for beginners; ***Practice and Progress,*** for pre-intermediate level; ***Developing Skills,*** for intermediate level; and ***Fluency in English,*** for advanced students. Lessons consist basically of dialog, narrative passage or illustrated new vocabulary, précis writing, composition, and comment on points of irregularity or special difficulty. Books overlap slightly for continuity. Some units provide pre-tests for placement and evaluation of achievement. Notes to teacher in each book explain theory of language learning and use of book. Separate Teacher's Book accompanies first volume. Tapes and scripts also available for first two volumes.

Allen, C. John. ***Intermediate Dictation Exercises for Overseas Students.*** London: Longmans, 1963. xii, 60 pp.

Forty passages marked for stress and pauses. Some attention given to spelling and pronunciation points as well as to vocabulary, handwriting, and grammar problems. Teacher's notes. Daniel Jones transcription.

Allen, Robert L. and Virginia F. Allen. *Listen and Guess.* 4 vols. New York: McGraw-Hill, 1965. Records.

Series of 48 recorded conversations to develop listening skills in students with approximately a semester of English studies completed. Students listen to conversation between native and non-native speaker, make appropriate response, then receive correct answer. *Students' Laboratory Books One, Two,* and *Three* contain short notes on each conversation, questions, and space for answers. *Teacher's Manual* contains directions for the use of each type of conversation, scripts of all conversations, and answers.

Australia, The Commonwealth Office of Education. *Situational English.* London: Longmans, 1965–66.

Adapted from *English for Newcomers to Australia* (see *RLM: 1,* p. 5). Parts 1 and 2 of a 3-volume course for adult beginners include illustrated examples of points being presented, controlled reading passages and dialogs, and exercises for written and oral practice. Accompanying teacher's books provide a statement of the method and include discussions of the sound system and how to teach it; presentation of materials; drills; and the teaching of reading and writing.

Baker, Mary. *Learn and Act.* London: Longmans, 1962–64.

Direct-method primary school course written for Arabic-speaking children, but also suitable for general use. Material graded and controlled. New vocabulary is presented in context, with colorful illustrations. *Book One* deals with simple present and present continuous tenses through basic pattern sentences. Reading introduced in the first lesson. *Book Two* introduces simple future and past tenses, and includes handwriting practice. *Book Three* presents more complex forms and patterns. *Book Four* is forthcoming.

Barker, Judith. *English as a Foreign Language: Elementary Stage.* Cambridge: Cambridge Univ. Press, 1966. 186 pp.

First textbook in series for students preparing for Cambridge Lower and Proficiency examinations. Twelve lessons strictly graded and controlled. Lessons include illustrated vocabulary items, pattern sentences, reading paragraphs and dialogs, simple grammar explanation, and exercises. Appendices include simplified story, action picture, questions.

Benardo, Leo U. and Dora F. Pantell. *English: Your New Language.* 3 vols. Morristown, N.J.: Silver Burdett, 1966–. Records; tapes.

For adult beginners. Linguistically oriented, audio-lingual in approach, graded and controlled, the material in first volume progresses rapidly, providing for integrated development of the four basic language skills. Lessons are in two-part units, each based on a short dialog, followed by pronunciation practices, extensive oral pattern practices, and reading and writing exercises. Culturally oriented to introduce everyday spoken English in functional situations. Teacher's Edition offers practical suggestions for the use of text and accompanying tapes or records by the non-linguistically trained teacher. Introduction also includes simplified but comprehensive description of English speech sounds. Volumes 2 and 3 forthcoming.

Bentley, J.D. *Spoken English for Overseas Students.* London: Hulton, 1965. 159 pp.

Practice material at an intermediate level. Divided into several sections: lengthy dialogs, for reading aloud or memorizing; passages for aural comprehension and reproduction; pronunciation exercises on spelling-pronunciation problems; useful phrases and sentences; reading passages; general questions and answers; and topics for discussion.

Berkoff, N.A. *English Grammar and Structure.* New York: Arc Books, 1963. 142 pp.

For university level students needing further work in reading and writing. Author uses structural approach. Consists largely of description, but provides some exercises for practice.

Bickley, Verner and Kenneth Methold. *Progressive English Exercises.* (Twentieth Century English Series.) London: Univ. of London Press, 1965. 141 pp.

Twelve units of graded exercises for adult beginners. Exercises include completion, conversion (transformation), translation and substitution drills, dictation pieces and passages followed by comprehension questions. Provision made for oral and written practice. Answers provided where appropriate.

——— . *Twentieth Century English: A Self-Tutor or Class Text for Students Learning English as a Foreign Language.* 4 vols. London: Univ. of London Press, 1965. Tapes.

Graded and controlled basic course for adults, designed to prepare students for Cambridge Proficiency Certificate level. Lessons consist of picture practice introducing new vocabulary and structures; reading; conversation in dialog form; dictation and translation; writing and expression; and tables for pattern practice. Books One to Three also contain a section on the sounds of English and a Pronouncing Vocabulary. Tape accompanies Book One.

Broughton, Geoffrey. *Success with English: The Penguin Course.* 4 vols. Harmondsworth, Middlesex: Penguin, 1968. Tapes, charts.

Three-stage basic course for adults, consisting of coursebooks, readers, workbooks, tapes, wallcharts, teachers' handbooks and a dictionary. Coursebook introduces vocabulary and patterns through illustrations; provides several exercises, a dialog or reading for further practice in context, further exercises, and substitution tables. *Workbook* provides supplementary reading and writing practice. *Reader* coordinates further supplementary material with units, beginning with Unit 15. *Teachers' Handbook* outlines theory underlying the course, use of each of the books and tapes, notes on content of each lesson, and scripts of tapes. Tapes are structure and pronunciation drills. Stage 2 and 3 material in preparation.

Bumpass, Faye L. *The New We Learn English.* 5 vols. New York: American Book, 1968.

Revised edition of *We Learn English* (see *RLM: I*, p. 7). Includes *Language Readiness Book At Play; Book A: At Home; Book B: At School; Book C: In Town and on the Ranch;* and *Book D: In the English Class.* Builds up to sequel series, *We Speak English* (see below). Revisions include more international approach in pictures, names, etc.

——— . *We Speak English*. 2 vols. New York: American Book, 1967.

Beginning course designed for ten to thirteen year olds of no specific language background. Aural-oral "functional" approach. *Book I* based on 630-word vocabulary. Consists of 8 units, each containing a short conversational dialog, and extensive sequenced drills. *Book II*, with vocabulary of 829 words, consists of 7 units, in same format. Both books colorfully illustrated for interest, vocabulary presentation and pattern drill. Songs and games frequently included. Teacher's editions discuss teaching method and techniques, provide guide to exercises and drills.

Byrne, Donn. *Intermediate Comprehension Passages: With Recall and Dictation Exercises*. London: Longmans, 1964. 119 pp.

A series of thirty passages of increasing length and difficulty, each followed by six short exercises for comprehension testing, composition, and grammar practice. The "Recall Exercises" provide grammatical practice in context, repeating parts of the reading passages with omissions and blanks to fill in. The "Dictation Passages" include twenty-four paragraphs based on the above comprehension passages.

Candlin, E. Frank. *Present Day English for Foreign Students*. 6 vols. London: Univ. of London Press, 1961-64. Records.

Continues entry in *RLM:1*, p. 7. Completed series consists of 3 students' books accompanied by 3 teacher's books, and covers a working vocabulary of 2,250 words. Format of books 2 and 3 similar to that of book 1. Each teacher's manual contains background material on methodology, suggestions for use of the corresponding students' book, and notes on the lessons.

Carver, Clifford. *Oxford Junior Workbooks*. 4 vols. London: Oxford Univ. Press, 1965-68.

Introduces reading and writing to very young children, through a variety of activities: black and white line drawings for the students to color, pictures to draw, letters to trace and copy, words to read and copy, questions to answer. Not primarily intended for English as a foreign language, but graded and controlled progression makes the series equally suitable for this type of work.

Close, R.A. *The New English Grammar: Lessons in English as a Foreign Language*. 2 vols. Cambridge, Mass.: Harvard Univ. Press, 1964-68.

For beginning students working with tutors or for more advanced students as reference or remedial material. First part deals with English pronunciation (British), sounds, stress, rhythm, pitch and intonation, and spelling. Second part deals with grammar, using traditional terminology, and providing a variety of exercises, charts and tables, and passages for reading and dictation. Second volume, Parts Three and Four, deals with the use of the verb.

Cook, John Lennox, Amory Gethin and Keith Mitchell. *A New Way to Proficiency in English: A Comprehensive Guide to English as a Foreign Language*. Oxford: Blackwell, 1967. xiii, 305 pp.

High intermediate or advanced level. Each of nine chapters consists of a text from modern English; analysis from the point of view of words and phrases, grammar and points of usage, and pattern practice based on vocabulary and structures from the text; and a test. Book includes lists of structures in which particular verbs are used; irregular verbs; and prepositions used in phrases with certain adjectives, nouns and verbs. Also twenty-five tests and several exercises on phrasal verbs, with answers.

Couto, Virgílio. *A New English Primer*. Lisbon: Sá. da Costa, 1965. vi, 200 pp.
Introductory course for children, intended for use in Portugal but contains no Portuguese, and orientation is general. Material is somewhat graded and controlled. Meaning is introduced through numerous illustrations. Provides both oral and written practice, using IPA transcription to indicate pronunciation. Second part consists largely of simple readings with some structure and vocabulary practice. Usage is British.

——— . *Two Steps Forward*. Lisbon: Sa. da Costa, 1965. 200 pp.
Intermediate level course for secondary school or adults. First Step material consists largely of readings, but occasionally provides oral practice with substitution tables and other exercises based on illustrations, and a few dialogs. Second Step material teaches form and usage for business letters, applications and other formal situations.

Crowell, Thomas Lee, Jr. *Index to Modern English*. (Saxon Series in English as a Second Language.) New York: McGraw-Hill, 1964. xii, 453 pp.
Designed to answer questions of usage and to correct errors in the speech and writing of the advanced student. IPA transcription described and used where required. Treats grammar, punctuation, spelling pronunciation, writing.

de Genijovich, Ana Rosa R., et al. *A New Approach to English*. 5 vols. Buenos Aires: Kapelusz, 1966.
Linguistically oriented course for secondary schools. Books 1, 2 and 3 are for students taking English for their first three years of foreign language study, Books 4 and 5, for students beginning English as their second foreign language, in their Fourth and Fifth years of Language study. The two series cover the same material in different lengths of time. Systematic, graded presentation of patterns, using appropriate vocabulary. Provides for both oral and written practice, with considerable built-in review. Each volume includes lists and tables of verb forms and other patterns, plus supplementary exercises. From Book 2 on, supplementary reading section is added, with selections from modern British and American writers, followed by comprehension questions and a biographical sketch of the author. No pronunciation practice, but vocabulary lists transcribed in IPA. No Spanish, and very little cultural reference to Argentina.

English for Overseas Students. 3 vols. London: University Tutorial Press, 1965–66.

First three books in a direct method series designed as a preparatory course for the Cambridge Lower Certificate. *Book I: English from Zero* introduces basic sentence patterns, simple verb forms, and vocabulary through numbers and pictures. Text is graded and controlled. *Book II: More English* introduces more complex verb forms and contains sections on language points, letter writing, reading passages, pictures for practice. *Book III: Taking Lower Certificate* reviews and amplifies some language points and provides preparation for Prescribed Books and Oral Examinations.

English Language Services. *Advanced Studies in English.* Experimental ed. 10 vols. Washington, D.C., 1966. Tapes.

Includes four basic textbooks, Levels A-D; three laboratory workbooks accompanied by tapes: two volumes on office routines, a third on rapid reading; a pronunciation manual, accompanied by tapes; a volume of supplementary grammar exercises; and a teacher's guide. Begins with basic patterns, but rapidly moves to a very advanced level. Lessons are based on a dialog, followed by notes on patterns and structure drill. Pronunciation material, showing both American and British usage, provides both classroom and laboratory drills. Workbooks on office routines cover skills and usage needed for office clerks, secretaries, and telephone operators, filing, handling correspondence and minute taking. Includes some composition, summarizing and paraphrasing. Rapid reading course is for self-instructional language laboratory work in speed development, but materials can later be used for other reading activities.

——— . *Audio-Lingual English: A Self-Instructional Language Laboratory Program.* 7 vols. New York: Collier-Macmillan, 1968. Tapes.

230 lessons, each accompanied by a tape, for older children and adults. Incorporates the principles of programmed instruction. Although intended for self-study in the language laboratory or at home, some supplementary sessions with a teacher are recommended. Covers beginning to high-intermediate levels. Average completion time given as 300 hours. Vocabulary and structure are so sequenced that workbooks and readers of the *English 900* course can be used as supplementary materials.

——— . *English 900.* 13 vols. New York: Collier-Macmillan, 1964–65. Tapes.

Continues entry in *RLM: 1,* p. 12. A basic instructional series for adults, consisting of six textbooks, six workbooks, a teacher's manual, and 180 tapes. The course is based on 900 English utterances, ranging from greetings to quite complex sentences. Each lesson includes a number of basic utterances, intonation practice, questions and answers (*Books One* and *Two*) or verb study (*Books Three* to *Six*), substitution drills, conversation (and Reading Practice from *Book Three* on), and exercises. Keys to the exercises are provided. The workbooks are programmed for self-study. The *Teacher's Manual* contains sections on classroom techniques and lesson planning, comments on each unit's grammar and a general word index indicating in which textbook each word occurred first. Readers supplement the texts (see entry this volume, English Language Services, *Collier-Macmillan English Readers*).

Etherton, A.R.B. *Mastering Modern English: A Certificate Course.* London: Longmans, 1966. viii, 416 pp.

A comprehensive handbook for students preparing for G.C.E. "O" level or Overseas School Certificate examinations. Primarily designed for classroom use but may be used for self study. First half of book deals with topics most commonly tested in examinations; the second half provides review explanations and copious exercises covering the most basic features of English grammar. Suggested reading list and topics for composition appended.

Finocchiaro, Mary. *Learning to Use English.* 2 vols. New York: Regents, 1966.

A linguistically oriented two-volume course designed primarily for learners eleven to eighteen years of age. No specific language or cultural background. Format consists of illustrated conversational dialogs, followed by sections on pronunciation; useful words and expressions; patterns of language; patterns, conversation, listening-speaking, reading-writing practices; and a final section on games and activities. Material is graded, with the same situations or centers of interest being frequently re-introduced on increasingly more complex levels of difficulty. Accompanying *Teacher's Manual for Books 1 and 2* is written in non-technical language, contains general notes on methodology as well as practical suggestions for teaching each lesson. *Book Two* forthcoming.

—— and Theodore Huebener. *Welcome, Amigo.* New York: Noble and Noble, 1964. 64 pp.

Twelve lessons with situational dialogs to teach essentials of communication and culture to ten to sixteen year old children of other cultures who are new students in United States schools. New words and concepts are isolated at the beginning of each lesson. Exercises practice both patterns and situations. Very little grammar comment is included. A section of notes to the teacher, and a series of pictures for class discussion precede the lessons.

Finocchiaro, Mary and Violet Hock Lavenda. *Selections for Developing English Language Skills.* New York: Regents, 1966. xiii, 130 pp.

A two-part collection of 100 listening and 55 reading comprehension passages, graded and designed for "any school level from upper elementary school through college, at beginning and intermediate levels of language learning." In Section 1, a simple, concise key question directing attention to the main idea of the passage precedes each listening selection, and multiple-choice answers follow. In Section 2, five completion or multiple-choice type questions follow each reading passage. Answer keys appended.

French, F.G. and R.J. Mason. *College First Year Corrective English.* London: Oxford Univ. Press, 1964. 108 pp.

Text for college-level foreign students. Problems covered include thought organization and expression; reading interpretation; vocabulary development; correct construction usage.

Frisby, A.W. *The New Ship English Course.* 6 vols. London: Longmans, 1963.

Supersedes entry in *RLM: 1*, p. 14, though this edition covers nearly the same material as the 1960 *Ship English Course*. A set of graded texts for children, with numerous pictures illustrating vocabulary and sentence pattern practices. Book 1 consists solely of pattern practice. Readings, pronunciation practices, and comments on patterns are added in Books 2 and 3. Workbooks for each Pupils' Book complete the series.

Graver, B.D. *Advanced English Practice.* London: Oxford Univ. Press, 1963. xii, 195 pp.

Traditional grammar and composition exercises for advanced students, especially those preparing for the Cambridge Proficiency Examinations. Brief notes to the teacher on use of text.

Haycraft, John. *Getting on in English.* London: British Broadcasting Corp., 1964. xiii, 274 pp. Records.

A sequel to the B.B.C. course for adults, *Calling All Beginners*, by David Hicks. See entry in *RLM: 1*, p. 17. Intermediate level. Lesson format consists of listing of new vocabulary and idioms, a conversational dialog, a section of descriptive grammar notes, and a final section of exercises for oral and written practice.

Heaton, J.B. and J.P. Stocks. *Overseas Students' Companion to English Studies.* London: Longmans, 1966. x, 340 pp.

Reference book of usage. Alphabetically lists vocabulary, idioms, irregular forms and constructions that frequently cause mistakes for foreign students. In some cases gives examples of correct usage, in other cases provides both examples and explanations of form, position and function. Includes format for letters, abbreviations, and notes on the writing of précis.

Hemming, J. and J.M. Stitt. *Absorbing English Workbooks.* 3 vols. London: Longmans, 1966.

Continues entry in *RLM:1*, p. 17. Workbooks for *Absorbing English*, a beginning course for children.

Hill, L.A. *Elementary Comprehension Pieces.* London: Oxford Univ. Press, 1963. 64 pp.

Twenty-eight simple pieces for beginning students written within a vocabulary of 1,000 words. Each selection is followed by three sets of five questions each to test comprehension.

——— . *A Guide to Correct English.* London: Oxford Univ. Press, 1965. x, 389 pp.

A compilation of typical errors, with correct forms, grammatical explanations, and tables for substitution practice. For university students with considerable background in English.

Hornby, A.S. and R. Mackin. *Oxford Progressive English Alternative Course.* 6 vols. London: Oxford Univ. Press, 1964–66.

Based on the *Oxford Progressive English for Adult Learners* (*RLM: I*, p. 18). Beginning course for adults. The first two volumes in previous edition have been expanded to three volumes in OPEAC (last volumes of the two series are the same) for use with classes progressing at a slower rate. Reading passages have been shortened, are more numerous, and are followed by additional study sections and exercises.

Institute of Modern Languages. *Contemporary Spoken English*. 5 vols. New York: Thomas Y. Crowell, 1967-68. Tapes.

Basic course for adult or secondary school beginners. Linguistically graded and controlled. Lessons are based on short dialogs, followed by pattern practice of various types. New patterns are introduced in frames to emphasize structure. Occasional notes to students point out facts about the patterns, and how and where to use them. Later lessons include reading passages. Reaches a high intermediate level.

Johnson, A. *Primary Comprehension Passages and Exercises: For Students in their Third Year of English*. London: Longmans, 1965. 87 pp.

Thirty-three brief, graded stories, designed to be practiced orally in class, then used for writing exercises. Each story is followed by comprehension questions and short, varied exercises.

Johnson, Capper and Richard Rayson. *A Handbook for the Cambridge Certificates in English*. London: Dent, 1964. 175 pp.

First two parts contain explanations of the requirements of the Lower Certificate and Certificate of Proficiency examinations respectively, including summary, composition, letter writing, comprehension, and points of pronunciation, vocabulary and grammar. Last part contains notes on grammar, definitions of terms, paradigms and tables of verb forms.

Lee, W.R. *English at Home*. London: Oxford Univ. Press, 1966. xiv, 305, xvii-xxix pp.

Thirty-six short reading passages designed to provide review for adult learners on or near Cambridge Lower Certificate level. Each reading is followed by vocabulary with definitions; comprehension questions; examples and explanations of structure points and usage; exercises covering these points. Self-study edition with answer key available.

Lismore, Thomas. *Welcome to English*. 4 vols. New York: Regents, 1963-67.

Graded series of texts on American English for children. Uses the direct method; teacher to serve as model for pronunciation. Each lesson, supplemented by illustrations, presents both new materials and a review of previous lessons. Frequent use of "Imperative Drill" in which children match words with action (standing up, going to the window, etc.). Full instructions to teacher in preface and appended to lessons as needed.

Mackin, Ronald. *A Course of English Study.* 3 vols. London: Oxford Univ. Press, 1964–66.

A linguistically-oriented and graded intermediate-level course designed to improve comprehension in reading and provide practice in composition. Each volume consists of excerpts from literary classics and other types of imaginative writing, or technical and scientific works, all simplified to some degree and adapted to a limited vocabulary. Notes on unfamiliar words and phrases after each reading. Exercises.

——— . *A Course in Spoken English, Part I. Texts, Drills and Tests.* London: Oxford Univ. Press, 1967. 137 pp. Tapes.

For adults at a high beginning level. Each of ten units contains graded structures used in context, drill on particular structure points, and a series of tasks to give oral and written evidence of learning. Tape for each unit gives texts and drills. Emphasis is on aspects of the verb system. First of a four-part course; remaining three parts to cover intonation, articulation, and grammar.

Mangold, Walter. *A Mirror of the English-Speaking World.* Munich: Hueber, 1964. 216 pp.

Intermediate level course for adults, intended to develop fluency in both speech and writing. Each section consists of a reading passage on life in English-speaking countries, topics for conversation, and written exercises, including dictation, translation, composition and review of points of grammar or usage.

Marbé, Alan. *Situations: A Functional Course in Everyday English.* Experimental ed. Tel Aviv: "Rimon" Print, n.d. 207 pp.

Fifteen reading passages based on everyday situations. Intermediate/advanced level, for students in tenth grade or older. Oriented to no particular language or cultural background. Each reading text is followed by a short dialog; a variety of vocabulary and word-building exercises; a dictation practice; pronunciation practices; and suggested topics for composition exercises.

Martin, Carson W. *An Introduction to Canadian English.* 5 vols. Rev. ed. Toronto: Department of the Provincial Secretary and Citizenship of Ontario, 1964.

Linguistically-oriented beginning course for adult immigrants. Aural-oral approach. *Students' Workbooks 1-2,* ten units each, are intended as exercise books. Conversational sentence patterns are marked with intonation arrows in the students' books. Exercises are controlled, with emphasis on pattern practice and substitution tables. *Teachers' Handbooks 1-2* demonstrate and explain points of pronunciation and grammar. Supplementary *Teacher's Handbook* for Units 1–6 and *Student's Workbook* for Units 1–10 coordinate further practice material with basic texts. *Chart Book* accompanies *Workbook 1.*. No specific language background or cultural orientation.

Miami Linguistic Readers. 53 vols. Experimental ed. Boston: D.C. Heath, 1964–66.

An introductory reading course for non-English-speaking or culturally disadvantaged elementary school children, prepared under the aegis of The Ford Foundation and the Dade County (Florida) Public Schools. Linguistically structured and controlled, the material is designed to provide aural comprehension, speaking and writing practice as well as reading instruction, in a fourfold language arts program in standard English. Consists of *Pupils' Books* (21 pre-primers, primers, and readers); *Seatwork Booklets* (16 workbooks providing for writing practice); *Teachers' Manuals* (16 volumes providing specific guides for each step in each lesson; volumes 1-12 include Language Practice Techniques Foldouts); and "Big-Books": charts for language practice and special work on reading problems. Reading content and illustrations designed to appeal to young children.

Miller, J.M. *Learning English*. 8 vols. London: Longmans, 1958-64.

Continues entry in *RLM: 1,* p. 23. *An Introduction to Learning English* is a partial equivalent of *Book One,* for children who are learning English at the same time as they are learning to read. Based on both look-and-say and phonetic methods. *Learning English: Book Five* bring series to intermediate level. Follows same general series format providing for oral practice, reading and writing.

Mitchell, Elizabeth Gillilan. *Beginning American English: A Conversational Approach to the Study of English.* 2nd ed. 2 vols. Englewood Cliffs, N.J.: Prentice-Hall, 1965.

Replaces entry in *RLM: 1,* p. 23. Second edition essentially the same, though with the addition of some exercises and a *Teacher's Manual.* The Manual discusses methods and materials in general, then gives detailed teaching instructions for each unit of the text. Includes bibliography on English teaching.

Monfries, Helen. *Oral Drills in Sentence Patterns: For Foreign Students.* London: Macmillan, 1963. xv, 150 pp. Tapes.

For students with at least one term of English. Prefaced by a guide to use of the book, and a list of phonetic symbols, intonation and stress marks. Stress and intonation indicated for the responses in each drill. Colloquial vocabulary and abbreviated rather than full formal forms are used.

Moody, K.W. *Pictorial Drills in English Language.* Lagos: African Universities Press, 1967. 62 pp.

Supplementary practice to accompany any basic course. Introduces structures situationally, through illustrations accompanied by questions and answers exemplifying the patterns to be taught. Further illustrations and questions follow for the students to answer. Three pages of notes to the teacher at the back give suggestions on use of the book. For elementary and secondary schools in Africa.

Nasr, Raja T. *Active English.* 5 vols. London: Longmans, 1964.

Series of graded textbooks for elementary pupils, designed for use with an oral approach. Initially written for Arabic speakers, but orientation very general. *Primer* introduces English language sounds and alphabet and some basic structures. *Book One* reviews *Primer,* provides further structures, and introduces writing. *Book Two* introduces dialogs and pronunciation drill; *Book Three,* grammar dictation; *Book Four,* word stress, indirect speech and punctuation rules. Grammar reaches intermediate level. Numerous exercises and classroom language games in *Book Two, Three* and *Four.*

National Council of Teachers of English. *English for Today*. 8 vols. William R. Slager and Luella B. Cook, eds. New York: McGraw-Hill, 1964–66. Tapes; records.

Continues entry in *RLM:1*, p. 24. *Book Three: The Way We Live*, intermediate level, is in six units, each reflecting a different aspect of modern culture. Lessons begin with a reading passage, followed by comprehension questions and exercises, and sections on grammar and composition. *Book Four: Our Changing World*, upper intermediate level, consists of 20 readings, each followed by pattern practices reviewing grammar, comprehension and general discussion questions, and composition exercises. *Book Five: Life in English-Speaking Countries* contains 14 readings dealing with language and culture, each followed by a section on guided composition based on the reading, and a section of advanced grammatical pattern practices. *Book Six: Literature in English* contains unabridged but stylistically simple fiction, non-fiction, plays, poetry selections from well-known writers in English-speaking countries. Each selection is preceded by a brief introductory explanation of author and theme. Includes glossary of synonymic definitions. Teachers' editions for each volume include special section with general comments on teaching procedures, sample lesson plans, and specific notes on each lesson. Two workbooks, picture cue cards available for *Book One*.

Newmark, Leonard, Jerome Mintz and Jan Lawson Hinely. *Using American English*. New York: Harper & Row, 1964. vi, 251 pp.

Twenty informal spoken English dialogs for oral practice and twenty-one formal written English passages for reading practice. For students with some knowledge of English. Each situational dialog unit is a conversation divided into four parts, each part in turn subdivided into "basic dialog" and variant patterns, affording the student a choice of expressions within a given conversational situation. Reading passages are first given fully, then in partially obliterated form. Intonation contours and pitch are indicated. Includes a device for "vanishing" the written material, intended to gradually remove physical cues. Introduction contains detailed instructions for teaching the dialogs and reading passages.

New York City Board of Education. *Teaching Dialogues: English as a New Language Program for Adults*. New York, 1966. 42 pp. Tapes.

Twenty-five lessons based on the oral approach, "designed for simultaneous learning of structure and intonation patterns." Each lesson begins with a dialog centered around an everyday living situation. New vocabulary items and structure points incorporated into dialogs, which are followed by extensive and varied exercises. Intonation lines and primary stresses marked over normal English orthography. Teacher's edition has page prefacing each lesson, listing new vocabulary items and expressions, pronunciation points and structure patterns. Introduction explains basic American intonation patterns and principles and methods involved in the course. Second volume in preparation.

Olsher, Laura and Robert D. Wilson. *Beginning Fluency in English as a New Language*. 6 vols. North Hollywood, Calif.: Bowmar Records, 1967. Records; filmstrips.

Audio-visual course for children, consisting of five sets of coordinated records and filmstrips, a script for each set and a teacher's manual for the whole series. Covers question forms, personal and demonstrative pronouns, prepositions of place, and affirmative and negative expressions of 'be'. Practices phrasing, transformation, substitution and expansion types of language activity. No isolated pronunciation or vocabulary practice. Students repeat, recite and eventually act out the parts of the characters, first following the given script, then elaborating in free expression. *Teacher's Manual* outlines rationale for the course, suggests additional activities, and presents the syllabus for the whole series.

Preston, Dennis R. and Michael B. Kozoll. *English Language and Literacy, Book One.* (Wisconsin Series in Adult Basic Education for Spanish-Speaking Agricultural Workers.) Madison: University Extension, University of Wisconsin, 1967. xvi, 232 pp.

First book of a proposed two-volume course. Based on transformational and contrastive analyses and a study of phoneme-grapheme correspondences. Materials except dialogs are graded and controlled in presentation, and follow the audio-lingual method. Lessons begin with a short dialog, followed by pattern practices of various types, with review of material in earlier lessons. Following sections deal with writing practice, including dictation; last section provides pronunciation practice. An improvised "phonemic alphabet" based on the spelling of English is used throughout to coordinate literacy skills and pronunciation work. Preface and seven-page Guide provide notes on use of the materials, including lists of words and sentences for dictation.

Puerto Rico, Department of Education. *American English Series: English as a Second Language.* Boston: Heath, 1965—.

Planned originally as a revision of the *Fries American English Series* (see entry in *RLM:1*, p. 106), but changes in content and format make it a new series. *Book I* consists of twenty units, each containing three divisions: oral practice, followed by reading and writing of practiced items; a reading selection, usually in dialog form; and production practice of spoken and written forms in controlled situations. Additions to this series are a unit by unit summary of linguistic content, a structural index, a classified and alphabetical vocabulary list, as well as a glossary of terms. *Teachers' Guide* contains a reduced replica of each page of the pupils' book with instructions for teaching, intonation and stress markings for reading selections, and suggestions for teaching procedures. Five more pupils' books and teachers' guides planned.

Ridout, Ronald. *World-Wide English.* London: Macmillan, 1965—.

A graded English course for beginners. General format includes illustrated vocabulary; sample sentences for new patterns, sometimes in the form of a dialog or reading; extensive pattern drill; and reinforcement. Exercises include constant review and some question-answer sections for "self-help." First four texts accompanied by readers. Material in each book carefully graded and controlled, with extensive practice on each pattern before a new pattern is introduced. Each text book, but not reader, contains a vocabulary and subject index, with pronunciation indicated. Accompanying tapes and further books for the series are in preparation.

——— and Stanley Mason. *Modern English Structures*. London: Macmillan, 1968. v, 180 pp.

First book of a four-book basic course for older children or adults. Linguistically oriented, graded and controlled, course basically follows the syllabus in Hornby's *The Teaching of Structural Words and Sentence Patterns*. Patterns to be studied are noted at the head of each lesson, followed by simple notes of explanation, example sentences, and exercises for further practice.

Rutherford, William E. *Modern English: A Textbook for Foreign Students*. New York: Harcourt, Brace & World, 1968. xvi, 482 pp.

A basic course on high intermediate to advanced level. Linguistically oriented, based on a transformational-generative approach to English structure. Includes twenty units, preceded by two optional review units. Units are in three parts: first part contains a dialog introducing new material to be studied, followed by pronunciation exercises and practice with new phrases; second part contains five grammatical points explained and practiced in varied exercises; third part provides reading and writing practice. Occasional supplementary lists of forms. Intended to bring the student to the level of college work.

Scroggins, Helen and Ruben Lopez. *Adult Basic English: Integrated Lessons in Beginning English*. Phoenix, Arizona: Arizona Basic Education Dept., State Dept. of Public Instruction, 1966. 34 pp. Tapes; charts.

Oral approach drills using greetings, basic statement and question structures, simple illustrations. Space provided within each drill for student to practice writing part or all of utterance.

Spencer, D.H. *English for Proficiency*. London: Oxford Univ. Press, 1963. viii, 184 pp.

Reading selections on varied subjects for advanced adult student. Each passage followed by exercises derived from the text to test comprehension of content and of structures used. Footnotes explain vocabulary and idioms. Brief notes for teacher.

Stone, Linton. *Cambridge Proficiency English*. London: Macmillan, 1967. 298 pp.

For students preparing for the Cambridge Certificate of Proficiency examination. Combines a reference grammar with structure and writing practice and dictionary work. Exercises conclude each chapter. Chapters include Words; Sentences; Punctuation; Comprehension; Form and Style; and Idiom.

Strevens, Peter and English Language Services. *English 901: A Basic Course*. 12 vols. London: Collier-Macmillan, 1968. Tapes.

A British edition of *English 900* (1964; see above, p. 6). Series consists of six texts and six workbooks, with ten tapes accompanying each text. Follows exactly the same format as American edition, and presents same material, with slight alterations to take into account differences in intonation, pronunciation, vocabulary and expression between American and British English. For adult beginners.

U.S. Defense Language Institute. *American Language Course*. Rev. ed. 12 vols. Lackland Air Force Base, Texas: Lackland Military Training Center (ATC), 1963-64. Tapes.

Revises entry in *RLM:1*, p. 126. Volumes in this edition are larger, contain more material, and have somewhat modified format, but follow same aural-oral approach. *Elementary Phase* now consists of four Student Study Guides (1100-1400, as opposed to the earlier seven-volume *Beginning Series* 1100-1700), contains more detailed grammatical explanations, and builds up to a more advanced level. Revised *Instructor's Guide* explains a general approach to pronunciation, intonation, structure, etc. Accompanying workbook for *Elementary Phase* is programmed. In first volume (2100) of the *Fundamental Phase* (2100-2400), formerly *Intermediate Series* 2100-2400, each unit now begins with reading passage based on some immediate aspect of American culture. Other three volumes somewhat expanded, but not otherwise changed from first edition. Two Student Workbooks accompany *Fundamental Phase.*

U.S. Department of Justice, Immigration and Naturalization Service. *Federal Textbook on Citizenship: Becoming a Citizen Series*. 4 vols. Washington, D.C.: U.S. Govt. Printing Office, 1965.

Series of texts to introduce newcomer to U.S. to basic language skills as well as to American culture, ways of life, history and government, and to prepare adults for citizenship examination. *Book I: Our American Way of Life* is quite elementary, provides practice in speaking, reading and writing. Lessons begin with brief summary of main reading selection, with attention pointers for word study and content discussion. Reading selection follows, then exercises on comprehension and vocabulary, and questions for discussion. Books II and III concentrate on same basic skills, at intermediate and advanced levels. *Teacher's Guide* provides suggestions for using the lessons in class, enriching the teaching program with extra activities, and evaluating both student and teacher.

Ward, John Millington. *Practice in the Use of English*. London: Longmans, 1966. 112 pp.

One hundred supplementary or review exercises for advanced students. Arranged for "variety and interest" rather than according to type or grading of difficulty. Included are exercises in the use of prepositions, articles, verb forms, and idioms; word studies and definitions: word-stress and sound/spelling recognition; punctuation and capitalization, etc. Educated colloquial British English.

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Wheeler, Gonzalez. *Let's Speak English*. 6 vols. New York: McGraw-Hill, 1967.

A graded and controlled course for elementary schools, to begin in the first grade. Designed to teach spoken usage only, although the text page may be used for reading and writing if the teacher desires. Books 1-3 follow inductive method, providing large amounts of generally structured practice material rather than isolating patterns. Book 1 consists of picture pages opposite text pages which give vocabulary and simple pattern sentences to be used with the pictures. Book 2 follows same format, including word labels for new vocabulary, and new types of drills. Book 3 drops picture pages, substituting small illustrations where necessary. From Book 3 on, an "adapted programmed procedure" is used: a problem sentence, a "key" to indicate how to act upon it, and the answer withheld until two pages later. Books 4-6 follow slightly altered format, with materials divided into three part units: a dialog, exercises, and the "Program Steps." "Language Hints" and "Word Study" isolate patterns, in a colored block. General exercises are well-structured, with numerous examples, and answers in the margin for home study. Color is used extensively, in illustrations, and to coordinate parts of the lessons and identify types of drills. Instructions to the teacher are provided in each book.

Wright, Audrey, James H. McGillivray and Ralph P. Barrett. *Let's Learn English*. 4 vols. New York: American Book, 1966. Charts; tapes; records.

Revises and continues entry in *RLM:1*, p. 35. First volume, *Let's Learn English: Beginning Course: Complete*, and Teacher's Edition are re-edition in one volume of first two books of the earlier series. Second volume, *Let's Learn English: Intermediate Course: Book 3*, and Teacher's Edition follow *Beginning Course* format, in fifteen units, on a low-intermediate level. *Book 4* (Wright, Barrett and Bryce van Syoc) in preparation and expected to appear with *Book 3* in an *Intermediate Course: Complete*. Separate vocabulary pamphlets (English-Thai, -Turkish, -German, -French, -Dutch, -Italian, -Vietnamese, -Portuguese, etc.) also available.

PRONUNCIATION

Allen, Robert L., Virginia F. Allen and Margaret Shute. *English Sounds and Their Spellings: A Handbook for Teachers and Students*. New York: Thomas Y. Crowell, 1966. viii, 104 pp.

Forty lessons on the correspondences between the sounds of English and their spellings. Uses a system of numbers rather than a phonetic alphabet for transcription. Provides hearing, speaking, reading and writing practice on each sound in a variety of spellings. Includes a guide to handwriting and notes for teachers.

Arnold, G.F. and A.C. Gimson. *English Pronunciation Practice*. London: Univ. of London Press, 1965. 79 pp. Tapes.

Practices in British Received Pronunciation for beginners as well as more experienced students. Introduction presents transcription system. Following sections practice vowels and consonants in transcription with regular orthography on opposite page, as well as longer connected texts in transcription, with the same texts in regular orthography presented later.

Ball, W.J. *Steps to Fluency in Spoken English.* 2 vols. London: Longmans, 1968. Records.

Provides rhythm pattern drills and poems, and short situational sketches to practice stress and intonation in natural context. *Teacher's Book* contains the text of the *Pupils' Book* plus interspersed notes and explanation on the patterns (using IPA transcription) and the use of the drills and dialogs, and provides variations for the dialogs. Records contain drills and poems in Part One.

Barnard, Geoffrey L. *English Sounds: Exercises in Pronunciation for Beginners.* London: Macmillan, 1966. 72 pp.

Provides words and short sentences, all illustrated, for each of the sounds of British English. Uses Daniel Jones transcription in the section headings only.

——— and P.S. Mackay. *Practice in Spoken English: An Anthology of Exercises in English Sounds.* London: Macmillan, 1963. 104 pp.

A handbook of pronunciation exercises for supplementary or remedial work. Practices all the vowel and consonant sounds, some contrasts and clusters, and "silent letters." IPA transcriptions. For adults on intermediate-advanced level.

Clarey, M. Elizabeth and Robert J. Dixson. *Pronunciation Exercises in English.* Rev. ed. New York: Regents, 1963. 142 pp.

The sounds of English are treated in separate five-part sections, in which each sound is introduced and practiced in words, contrasting pairs of words, and whole sentences. Extensive work with phrasing and intonation, and treatments of special problems such as spelling pronunciation are also provided.

English Language Services. *Drills and Exercises in English Pronunciation.* 3 vols. New York: Collier-Macmillan, 1966–67. Tapes.

A series intended as supplementary to text material, for secondary school and adult learners. *Consonants and Vowels* practices single sounds in words, then contrasts pairs of sounds in paired and unpaired words and sentences, then turns to clusters. Includes spelling and pronunciation aid sections. *Stress and Intonation: Part 1* introduces a system of notation for indicating stress and intonation, discusses the general patterns in English speech, and provides numerous exercises and marked dialogs on Word Stress, Word Combination Stress, Intonation and Comprehension. *Stress and Intonation: Part 2* provides further practice drills, dialogs, reading passages, speeches, poems, etc., dealing with non-emphatic and contrastive, emphatic forms.

English-Teaching Information Centre. *Language Laboratory Pronunciation Drills.* (English Language Teaching Documents.) London: British Council, 1968–.

For supplementary pronunciation practice. Materials are largely selected from various published texts, with notes on use, preparation of further material and making tapes. Early volumes include *English Vowels and Glides, Basic Pronunciation, English Consonants* and *Intonation.*

Hill, L.A. *Stress and Intonation Step by Step*. 2 vols. London: Oxford Univ. Press, 1965. Records.

Guided aural-oral practice in recognizing and controlling stress and intonation patterns. Exercises in workbook consist first of marking stress and intonation from dictation, then reading aloud to practice and be checked on, and finally marking stress and intonation without the help of dictation. Separate paragraphs provided for each activity. Companion volume provides key to exercises.

——— and J.M. Ure. *English Sounds and Spellings*. 3 vols. London: Oxford Univ. Press, 1962–64.

First volume contains phonic drills "aimed at establishing unconscious associations between particular spellings and particular sounds." Daniel Jones phonetic symbols. *English Sounds and Spellings: Tests* provides five tests (with answers). Areas covered include words with different pronunciation for the same spelling, words with different spellings for the same pronunciation, rhymes, homophones and word stress. Last volume, *English Sounds and Spellings: Dictation Pieces* contains 120 short graded paragraphs, each designed to practice certain sounds, and marked for breath groups and phrase stresses.

Mackin, Ronald. *Pronunciation and Spelling through Phonetic Symbols: Introductory Workbook.* (Workbooks for Adult Learners.) London: Oxford Univ. Press, 1963. iv, 60 pp.

Uses a modified Daniel Jones phonetic alphabet. Activities include repeating, copying, and rewriting from transcription to English spelling and vice versa. Work on stress and intonation, punctuation and spoken forms of numbers, dates, and abbreviations is provided in the exercise material.

MacCarthy, Peter. *A Practice Book of English Speech*. London: Oxford Univ. Press, 1965. v, 102 pp. Records.

British English. Covers such topics as word stress; the phonetic system and distribution of English sounds; vowels, stressed and unstressed; "key" sentences containing controlled vowel sounds, and phrases showing stressed and unstressed forms of certain words. Tables, minimal pairs and other words for practice are written both in English orthography and in the author's self-devised phonetic transcription. Copious notes, explanations, and suggestions for teaching.

Meyer, George A. *Speaking Fluent American English: A Manual for Training Non-Native Speakers in the Rhythm and Flow of American Speech*. Palo Alto, Calif.: National Press, 1965. vii, 67 pp.

Replaces entry in *RLM:1*, p. 22. Intended primarily for university students with some background in English. Method concentrates on recognition of "thought groups," and of content and function words, on word and phrase stress, vowels in unstressed syllables, elision, and use of stress and intonation to convey meaning.

Tibbitts, E. Leonard. *Practice Material for the English Sounds.* Cambridge: Heffer, 1963. xiii, 138 pp.

An exercise book based on "Received Pronunciation" of English, intended for remedial work with British students and also for instruction of foreign teachers and students. Regular spelling used on left-hand page with Daniel Jones transcription of the same material on the right-hand page.

Trim, John L.M. *English Pronunciation Illustrated.* London: Cambridge Univ. Press, 1965. 77 pp.

A humorously illustrated booklet of pronunciation practices for adult learners of English (Received Pronunciation). Each page contains nouns, noun phrases, and sentences, which focus attention on a specific phoneme or contrasting phonemes. Daniel Jones transcription.

Yorkey, Richard. *American English Pronunciation Practice.* Rev. ed. Beirut: Center for English Language Research and Teaching, American Univ. of Beirut, 1967. xix, 115 pp.

Introduction explains to students the necessity of pronunciation practice. Several tests are provided for pre- and post-course evaluation and placement. First seven lessons cover vowel system, last nine lessons deal with consonants. All lessons include practice on stress and intonation. Uses a numbering system rather than transcription. Practice includes recognition and production, with sounds presented in words, phrases and sentences. Teacher's Guide includes pages of Students Edition on right hand page, with notes and additional examples on opposite page.

GRAMMAR & USAGE

Alter, Jason B., Roy Collier and Miho Tanaka Steinberg. *Utterance-Response Drills for Students of English as a Second Language.* Englewood Cliffs, N.J.: Prentice-Hall, 1966. viii, 129 pp.

Two hundred drills with accompanying grammar summaries, for intermediate and advanced level students. Attempts to practice grammatical material in situational context, rather than in mechanical formation drills.

Bending, H.B. *Practice Material for the Teaching of Modal Verbs.* (English Language Teaching Series.) Lagos: African Universities Press, 1967. iv, 64 pp.

For upper primary through secondary school courses. Classified roughly into elementary, intermediate and advanced stages. Mainly takes the form of substitution tables for oral, then written practice, followed by simple notes on usage. Appendixes provide charts of the forms of auxiliary verbs, meaning expressed, negative forms, and forms for present, future and past; a list of texts for further reference; and notes on use of substitution tables and tests.

Bruton, J.G. *Exercises on the English Verb.* Cambridge: Cambridge Univ. Press, 1965. 96 pp.

A book of exercises on various forms and uses of the verb in British English. First pages are given to a "Verb Scheme": an extensive list of the situations in which each of the four main forms of the verb (stem, infinitive, '-ed' and '-ing' forms) are used, with the meanings of each use. Remainder of book contains treatments of certain selected usages, each with some grammar explanation and one or more exercises. Answers to exercises included at end.

——— . *The English Verb in Context.* Cambridge: Cambridge Univ. Press, 1964. v, 57 pp.

Fifty excerpts from contemporary British writings followed by questions on the verb forms used. Advanced level. Designed to drill recognition of verb forms and explanation of verb usage. An unusually arranged "Verb Scheme" at end of book provides a handy reference for both teacher and student.

Byrne, Donn. *The Elements of Indirect Speech: In Tables and Exercises.* London: Longmans, 1965. 42 pp.

A handbook for intermediate and advanced students, designed to present basic principles of indirect speech, "particularly as used in spoken and informal written English." Content slightly graded in difficulty; patterns introduced in context. Numerous substitution tables and exercises.

Chapman, L.R.H. *English Grammar and Exercises.* 3 vols. London: Longmans, 1964.

A series of graded grammar texts for children. *Book 1* is designed for ten-to eleven-year-old pupils in second year of English study. Uses limited vocabulary, on beginners' level. Each lesson is short, centered on a single grammar point and followed by exercises providing for oral and written work. *Books 2* and *3* follow same format.

Clarke, D. Waldo and M.D. Munro Mackenzie. *The Groundwork of English Sentence Structure.* London: Macmillan, 1963. xiii, 130 pp.

A handbook for advanced students. Part I describes the general principles of sentence structure. Numerous examples. Part II consists of exercises in sentence construction, according to the various sentence types. Emphasis is on forms used in written, rather than spoken, English.

Dixson, Robert J. *Oral Pattern Drills in Fundamental English.* New York: Regents, 1963. 150 pp.

A set of 72 oral drills designed primarily for use in the language laboratory by beginning students. Material treated includes a wide variety of problems of usage such as short answer forms, tag questions and sequence of tenses. Preface includes comments on language laboratory teaching procedure as well as suggestions for varied classroom uses by a teacher.

English Language Services. *English Grammar Exercises.* 3 vols. New York: Collier-Macmillan, 1965.

Three volumes of exercises in basic structure patterns, progressing from elementary to very advanced structure. Basically intended as supplementary drill in classroom work, but also suitable for private independent study. No grammar explanations are given for the structures, beyond the pattern sentences. Keys to the exercises are provided at the end of each volume.

——— . *The Key to English Series.* 10 vols. New York: Collier-Macmillan, 1964-66.

Each volume contains lessons on a particular problem in learning English: Two-word Verbs, Verbs, Vocabulary, Nouns, Figurative Expression, Letter Writing, and Prepositions and Adjectives (2 vols. each). Lessons consist of description of the pattern, with example sentences, followed by extensive drill and exercise. Answers to the exercises provided.

——— . *A Practical English Grammar.* New York: Collier-Macmillan, 1968. xi, 243 pp.

Provides "overt explanation or exposition of what he has learned" for the non-native speaking intermediate or advanced student of English. Eclectic in approach, content draws from recent work by several linguistic scientists. Largely relies on traditional terminology. Deals chiefly with the written style of American English, although occasional comment is made on spoken forms, and on differences in British usage. Each of the twenty chapters deals with several points, and concludes with exercises (answers provided). Includes key to parallel exercises in *English Grammar Exercises* series.

——— . *A Practical English Grammar Programmed Workbook.* New York: Collier-Macmillan, 1968. vii, 152 pp.

Twenty lessons of drill material, coordinated with *A Practical English Grammar* (see above) but also usable independently. Intended for self-study, the book follows a "scrambled text" format. Serves as a testing and reinforcing tool rather than as a textbook, providing actual teaching material only in response to an incorrect answer.

George, H.V. *101 Substitution Tables for Students of English.* 2 vols. Cambridge: Cambridge Univ. Press, 1967.

For extensive, error-free vocabulary and grammar practice. Can be used for both oral and written practice. Vocabulary used is listed at the head of each table, along with examples of possible sentences. Each table includes a column with final punctuation for use in writing practice. *Teachers' and Advanced Students' Guide* explains use of the tables, comments on the structure in each table, indexes structures covered and phrasal verbs used, and outlines a "verb-scheme" of structures using each form of the verb.

Heaton, J.B. *Prepositions and Adverbial Particles.* London: Longmans, 1965. vii, 160 pp.

A practical reference book for intermediate-advanced level students. Each section begins with a few simple paragraphs of explanation, followed by comprehensive alphabetical lists of actual word and phrase usage, each word or phrase defined and presented in an illustrative sentence, with occasional further comments to explain differences of meaning or use. Detailed index of words and phrases treated. Accompanying *Workbooks One, Two and Three: Using Prepositions and Particles,* may be used independently.

Hill, L.A. *An Elementary Refresher Course.* London: Oxford Univ. Press, 1964. viii, 150 pp.

First of three related textbooks intended to provide teachers and intermediate-advanced students with supplementary material for review or supplementary practice. Format same in all three books. Structure points to be practiced are presented in bold-face type, in contextual paragraphs, with each point used in contrast with a similar point. Paragraphs are followed by double tests: Test A requires using the correct structure forms in the same paragraph (blanks replace the words in bold-face type), while Test B requires use of similar structures, but in changed context. Notes after the tests provide grammatical explanations for each structure. Structures treated in first course include the use of articles, plurals, possessives, verb forms, short answers, tag questions, and other basic patterns.

——— . *An Intermediate Refresher Course.* London: Oxford Univ. Press, 1964. ix, 150 pp.

Second of series of textbooks for grammar review. Structures treated include verb tenses, modals, reported speech, prepositions, adverbs, etc.

——— . *An Advanced Refresher Course.* London: Oxford Univ. Press, 1965. x, 198 pp.

Third of series of textbooks for grammar review. Grammar dealt with includes possessives, adverbs and larger verb phrases with infinitives, modals, and participles, etc.

Howatt, Anthony P.R. *English Pattern Drills.* Munich: Max Hueber, 1967. 43 pp.

Thirty-four exercises on sentence formation. Each exercise provides vocabulary for several sentences, to be composed according to a given pattern. Deals with sentences of one to three clauses, sentences of three or more clauses, and paragraphs. Intermediate level, for adults.

——— . *English Structures: A Workbook of Basic English Sentence Patterns for Intermediate Learners.* 2 vols. Munich: Max Hueber, 1966.

Provides practice in complex sentences with two or more clauses. Sets up controlled practice by giving first one example of a pattern, then citation forms of vocabulary for the construction of several sentences following that pattern. Subsequently the students are asked to create further similar sentences without given vocabulary. Part Three deals with paragraph-length units. Indices list types of clauses and grammatical points covered. *Teacher's Key* gives the completed sentences.

Institute of Modern Languages. *Contemporary Review Exercises.* 2 vols. New York: Thomas Y. Crowell, 1967.

Supplementary exercises, in variety of drill forms, on grammatical structures at all levels.

Jupp, T.C. and John Milne. *English Sentence Structure: An Introductory Course in Analysis and Construction with Examples and Practice.* London: Heinemann, 1968. 207 pp.

Further explanation and practice for students who have some acquaintance with the material but inadequate mastery. Graded, controlled, and contextually oriented. Emphasizes meaning, correct forms and understanding of construction of forms. Chiefly written practice. Includes frequent tests. Special edition available for teachers and private students, containing complete text, notes on use of text, explanatory grammatical notes, and key to exercises.

Mackin, Ronald. *Exercises in English Patterns and Usage.* 5 vols. London: Oxford Univ. Press, 1960–66.

Continues entry in *RLM:1,* p. 21. Third book, *The Verb: Tenses, Patterns and Idioms,* deals with phrasal verbs, reported speech, active and passive verb forms. Fourth book, *Forms of Words: Inflection,* contains an introductory section on phonetic symbols (Daniel Jones), and deals with word alteration through inflectional endings, vowel change, etc., in spoken and written forms. Fifth book, *Forms of Words: Derivation,* deals with word formation through affix and analogy, etc.

Methold, Kenneth. *English Idioms at Work.* 2 vols. London: Univ. of London Press, 1964.

Idioms in *Book One* concern 14 common verbs (*be, do, get,* etc.). Idioms in *Book Two* relate to expressions of time, parts of the body, life and death, etc. Each usage is illustrated by several examples, with meanings and synonyms provided in simple English. Exercises follow at the end of each section, with answers provided at the end of each book.

Pittman, G.A. *Activating the Use of Prepositions.* London: Longmans, 1966. xxvi, 182 pp.

A practical guide and practice book for the use of the prepositions *at, in, of, on, to,* and *into,* for students of intermediate to advanced level. Each preposition is presented in short simple sentences (in normal stress-tone patterns), each group illustrating one meaning, including demonstrable, physical uses, as well as idiomatic and undemonstrable uses such as those with abstract nouns. Includes notes to teachers and suggestions for oral and written exercises.

Spencer, D.H. *Contracted Forms.* (Longmans Elements of English Series.) London: Longmans, 1967. 23 pp.

Describes forms and usage, and provides thirty-eight exercises on both written and spoken forms.

Stone, Linton. *Graded Structural Dictations.* London: Macmillan, 1967. 86 pp.

Elementary exercises using twelve basic structures, with variations, and a 500-word vocabulary. Part 1 consists of short patterned exercises on each structure, Part 2 of fifty narrative or dialog dictations. Provides list of vocabulary used, and notes for teacher on use of the materials.

Thompson, A.J. and A.V. Martinet. *A Practical English Grammar for Foreign Students.* 7 vols. London: Oxford Univ. Press, 1960-64.

Continues entry in *RLM: 1*, p. 33. The following volumes have been added: *Exercises 3: Gerund, Infinitive, and Participles; Exercises 4: Verb and Preposition/Adverb Combinations; Exercises 5: Auxiliary Verbs; Exercises 6: Indirect Speech and Passive Voice.*

VOCABULARY

Croft, Kenneth. *English Noun Compounds: An Introductory Study for Students of English as a Second Language.* Experimental ed. Washington, D.C.: Institute of Languages and Linguistics, Georgetown University, 1964. 132 pp.

A description of compounds, particularly noun compounds, with exercises for practice in comprehension, production and writing. Intended for advanced level adult students, the work analyzes the derivational patterns and meaning of compounds, classifying each compound according to the relationship of its components with each other and indicating parallel phrases which may be used in place of the compounds.

Franklin, Harry B., Herbert G. Meikle and Jeris E. Strain. *Vocabulary in Context.* Rev. ed. Ann Arbor: Univ. of Michigan Press, 1964. xiv, 192 pp.

Revises entry in *RLM:1*, p. 20, Lado, Robert, Charles C. Fries, et al, *An Intensive Course in English: Lessons in Vocabulary.* Follows basically the same linguistic and pedagogical principles as the earlier edition, with the material revised to bring lessons into closer coordination with the revised editions of other books in series.

Hill, L.A. *A Picture Vocabulary.* 2 vols. London: Oxford Univ. Press, 1965.

Designed to "help teachers to introduce and test new vocabulary, and to provide students with the means of testing themselves." Accompanied by *Teacher's Book* containing key with sample sentences for each word, and an Index. 1040 pictures.

Leonhardi, Arnold. *English Words as They Are Used.* London: Harrap, 1968. 169 pp.

Lists commonly used vocabulary items, with simple explanations of use and illustrative phrases and sentences.

Osman, Neile. *Word Function and Dictionary Use: A Work-Book for Advanced Learners of English.* London: Oxford Univ. Press, 1965. iv, 187 pp.

Covers the identification of a word according to its class and function, and gives detailed instructions in the actual use of a dictionary. Other topics treated include verb forms, their meanings and usage; other parts of speech; collocations, idiomatic word groups, and compounds. Various types of dictionary entries are dealt with. Numerous examples and exercises with answers appended.

Pittman, G.A. *Activating Advanced English Vocabulary*. London: Longmans, 1965. vi, 168 pp.

Intended to provide vocabulary needed at university entrance level. Each of 21 units is composed of sentences, organized around one or two high frequency verbs and a large vocabulary of noun complexes. Oral substitution and transformation drills as well as written exercises follow. Material divided into sections for elementary, intermediate, and advanced levels.

CONVERSATION

Close, R.A. *English Conversation: Practice for Students Going to Britain*. London: George Allen & Unwin, 1965. 131 pp.

For advanced students. Originally written for students in Japan. Designed to provide cultural orientation while practicing spoken English patterns. Text is in form of a three-act play, with each scene followed by notes on grammar and pronunciation, and various exercises emphasizing the use of the patterns taken from context.

English Language Institute. *English Conversation Practices: An Intensive Course in English Supplement*. Ann Arbor: Univ. of Michigan Press, 1968. xii, 117 pp.

Supplementary practice material on a high intermediate to advanced level. Intended to lead from controlled drills of training stage to spontaneous fluency. Contains twenty-six lessons, each on a particular pattern, to be used as source materials as needed, rather than consecutively. Lessons consist of varied types of exercises, in some cases including a reading passage in which the pattern is used in context.

Hall, Eugene J. *Practical Conversation in English*. 2 vols. New York: Regents, 1965-67.

For intermediate and advanced level adults. Each volume contains twenty-five dialogs on situations reflecting everyday life in an American city. Graded structure points are introduced in the dialog, which is followed by comprehension questions, special phrases, descriptive grammar notes on the structure points, and notes on stress and intonation. Sentences for extra practice, and oral and written exercises provide further reinforcement of material. Aim is to develop fluency based on a good grasp of the patterns. Spanish editions available for each level.

Jerrom, M.F. and L.L. Szkutnik. *Conversation Exercises in Everyday English*. 2 vols. London: Longmans, 1965. Tapes.

A course for adult beginners designed to teach English through graded and controlled conversational practice. Each lesson consists of three short dialogs based on a commonly used verbal contruction. First two dialogs are intended for simple repetition; the third, a practice dialog based on the first two, uses the same pattern, with additional vocabulary to substitute in indicated blanks. Lessons in Book Two reach quite advanced level. Both volumes are prefaced by teaching guides.

Spencer, D.H. *English Conversation Practice*. London: Oxford Univ. Press, 1967. vi, 42 pp.

Presents thirty-five dialogs for typical everyday situations, each containing five utterances for each of two speakers. Alternatives for words or phrases in some of the utterances are provided in the right margin to permit variety and to aid comprehension. Intended to teach natural conversational usage rather than to practice structures. 2000 word vocabulary content.

Taylor, Grant. *English Conversation Practice*. New York: McGraw-Hill, 1967. xvi, 301 pp.

For adults on at least an intermediate level. Divided into two parts, Part 1 based on everyday situations, Part 2 emphasizing particular points of structure or vocabulary. For each section in a part, several four-line dialogs are given, often followed by varied pattern exercises based on lines of the dialog or structures used. Some sections are Conversation Drills, with columns of possible phrases for use in blanks in lines of the dialog.

——— . *Mastering Spoken English: Workbook I*. (Saxon Series in English as a Second Language.) New York: McGraw-Hill, 1965. svii, n.p. Records; tapes.

Workbook for intermediate and advanced students, for classroom, laboratory or home study. Contents coordinated with the author's text, *Mastering American English* (see entry in *RLM:1*, p. 32). Part I consists of grammar exercises and short conversations; Part II provides dictations. Tapes accompany both parts; records, Part I only.

Turner, Richard H. *When People Talk . . . On the Telephone*. 5 vols. New York: Teachers College Press, 1964–66.

Books A and *B* each contain fourteen dialogs on everyday social and business situations that require use of the telephone. Exercises in accompanying *Workbooks A* and *B* test comprehension, mastery of patterns, and understanding of use of the telephone and directory for finding out different kinds of information. *Manual* for the teacher suggests ways of introducing and using the dialogs in class and gives answers to exercises. Not intended for EFL, but appropriate and adaptable.

United States Information Agency. *English Conversation Packets*. 2 packets. Washington, D.C.: Information Center Service, USIA, 1966.

For adult English classes and discussion groups. Each packet contains one teacher's guide and 50 copies of each of four small four- to six-page pamphlets. The teacher's guide describes the form and use of the pamphlets and further information about the content subject. The four pamphlets in each packet offer essentially the same content but at four levels, with progressively graded vocabulary and structure. First packet, "Leader for Peace" series, concerns the *Rev. Dr. Martin Luther King, Jr.* Second packet, "Science and Society" series, is about the *Westinghouse Science Talent Search*.

COMPREHENSION AND READING SKILLS

Culmer, Mabel. *Interpretative Reading: A Guidebook for Thai Students of English.* Bangkok: College of Education, 1959. viii, 218 pp.

No special emphasis on Thai culture; could be used by any advanced student able to read reasonably difficult materials in English. Main sections are "Background for Meaning," "Building Special Skills in Reading for Study," "Building Skill in Recognition and Mastering Facts," and "Reading to Follow Directions." The last section includes detailed description of the organizing of an English club and the procedures involved in club meetings, planning a club magazine, writing a term paper, thesis and bibliography. Each section contains a variety of reading passages followed by questions and suggestions for discussion, comprehension check tests, dictionary and definition exercises, word building problems to work out.

Harris, David P. *Reading Improvement Exercises for Students of English as a Second Language.* Englewood Cliffs, N.J.: Prenctice-Hall, 1966. x, 178 pp.

For high-intermediate and advanced students. Part I consists of a diagnostic vocabulary test and a reading comprehension test which covers both speed and comprehension and gives suggestions for increasing vocabulary. Parts II-VII consist of exercises to increase speed in recognition and comprehension, first of words, then of sentences, paragraphs and whole compositions. Part VIII deals with scanning techniques. Part IX contains exercises to develop speed and accuracy in using a dictionary. Includes key to exercises and reading-time conversion table.

Miller, D.C. *Progressive Reading Practice for Young Learners of English.* 2 vols. London: Oxford Univ. Press, 1967.

Intended for approximately the second year of reading English on secondary school level. Pupil's book divided into two parts, each with twelve comprehension exercises in the form of multiple choice objective tests. Type of answer required progresses from controlled to free. Drawings illustrate words and meanings. Additional structure exercises are provided for certain points. Expected to provide a year's work. *Teacher's Book* explains use of the book and its underlying theory, and provides answers for the exercises.

Stuart, Donald D. *Feeling and Judging in English.* London: Oxford Univ. Press, 1965. 151 pp.

Sixty-two selected passages for comprehensive discussion and writing, for use by secondary school seniors or first year university students. Thought-provoking excerpts deal with the exposition of new ideas, imaginative description, scientific writing, opinions of contemporary philosophers and poets, and persuasive writing. Questions for classroom discussion and homework assignment. Cultural orientation of most passages either British or African.

COMPOSITION, HANDWRITING, SPELLING

Alexander, L.G. *Essay and Letter Writing*. London: Longmans, 1965. 137 pp.

For intermediate and advanced students. Part 1, which deals with the writing of sentences, paragraphs, essays, and letters, brings the student up to the level of the Cambridge Lower Certificate. Part 2, dealing with the short story, and the reflective, argumentative, and literary essay, offers more advanced preparation. Discussion questions and exercises included.

——— . *A First Book of Comprehension, Précis and Composition*. London: Longmans, 1965. 121 pp.

A guided workbook for students with a passive vocabulary of approximately 800 words. Practices consist of short, graded reading passages followed by questions designed to elicit from the student controlled continuous prose.

Anderson, W.E.K. *The Written Word: Some Uses of English*. London: Oxford Univ. Press, 1963. viii, 195 pp.

Written for sixth-form British students, but useful for advanced composition for the foreign student. Chapters include passages from newspaper and magazine articles, advertisements, "officialese" and jargon, and literary excerpts. Each selection is followed by questions and exercises aimed at discrimination in reading and clarity in writing.

Baumwoll, Dennis and Robert L. Saitz. *Advanced Reading and Writing: Exercises in English as a Second Language*. New York: Holt, Rinehart and Winston, 1965. xii, 208 pp.

Thirteen selected essays for very advanced students on a university level. Each essay is discussed by the editor from the point of view of style, purpose, and general characteristics. A variety of types of exercise focus attention on broadening active facility and sophistication in vocabulary and structure, increasing awareness of the subtleties of usage, and developing style and effectiveness in writing.

Bickley, Verner and Kenneth Methold. *Systematic Composition: A Controlled Approach for Students of English as a Foreign Language*. London: Univ. of London Press, 1966. 153 pp.

Designed for beginners. Each of the ten chapters contains a number of patterns in affirmative and negative statement and question forms. Each pattern is followed by several examples, and a section on oral and written expression.

Chapman, L.R.H. *English Composition Lessons*. London: Longmans, 1968. 62 pp.

Twenty-eight short passages followed by exercises on comprehension and structure, and cue sentences and questions for writing a similar composition.

Dykstra, Gerald, Richard Port and Antonette Port. *A Course in Controlled Composition: Ananse Tales*. 2 vols. New York: Teachers College Press, 1966.

Short graded reading passages designed to develop writing skills on intermediate level. Each passage is followed by step-by-step copy or rewrite directions carefully designed to provide controlled practice for students at different levels of achievement, with progression at the students' own pace. Based on a collection of West African animal tales. Accompanying Teacher's Manual explains breakdown of steps, provides suggestions for use and instructions for grading.

Gordon, Ian. *Practical Letter-Writing with Exercises and Worked Examples.* London: Heinemann, 1967. vi, 120 pp.

Part One deals with format, organization, punctuation and content of personal letters; Part Two with business letters: invitations, complaint, application, letters to the press. Chapter Twelve is a review of grammatical points important in letter-writing.

Heaton, J.B. *Composition Through Pictures.* London: Longmans, 1966. 54 pp.

For children who have mastered the basic sentence patterns of English. Each set of pictures is selected for controlled vocabulary and illustrates a story. First section contains list of key words, and other new or difficult words; second section consists of one or two sentence patterns in substitution tables; third section provides questions sequenced so that the answers narrate the story; last section gives the exact topic for the students' composition.

Hill, L.A. *Elementary Composition Pieces.* London: Oxford Univ. Press, 1964. 64 pp.

Part of author's five-book series on composition (see *RLM:1*, p. 18 and following two entries in this volume). Twenty-eight pre-planned compositions for the beginning student. Vocabulary of about 1,000 words; controlled grammatical structures and verb tenses.

——— . *Free Composition Book.* London: Oxford Univ. Press, 1966, xviii, 75 pp.

Provides over 300 suggested subjects with leading questions, the complexity of the subjects somewhat graded from easier to more difficult. Introduction for teachers contains hints on general preparation for free composition work.

——— . *Outline Composition Book.* London: Oxford Univ. Press, 1966. viii, 87 pp.

Designed to provide for quite controlled writing practice in accordance with detailed instruction. Consists of thirty situations with brief notes and outline, accompanied by a section of "useful words, phrases, and structures."

——— . *Letter Writing for Students of English.* London: Oxford Univ. Press, 1963. vi, 57 pp.

Deals with various types of letter layout, and suggested phrases and expressions for personal letters, business letters, job applications, etc.

——— and Prema Popkin. *Intermediate Stories for Composition.* 2 vols. London: Oxford Univ. Press, 1967.

Workbook contains forty-eight "skeletons" for students to complete as compositions. Approximately every other word is given, with blanks replacing most of the function words. Most verbs are given in infinitive form. *Companion* volume gives suggested completed compositions. 1500 word level.

Horsburgh, David. *Italic Writing.* 2 vols. London: Oxford Univ. Press, 1961–63.

Designed to teach a simple, clear Latin-alphabet script to children who are learning English. *Book One* illustrates basic strokes for formation of printed, unjoined letters, progressing to short words and sentences. Each page contains six lines of letters or words, to be cut out and pasted on cards for copying. *Book Two* introduces a simple cursive handwriting, using slight modifications of the basic letter forms already taught.

Kittle, Ruth. *Handwriting for Students of English as a Second Language.* New York: American Book, 1966. 96 pp.

Provides for practice in tracing and writing cursive style single letters, words, and short simple sentences.

Loesel, W.G. *Help Yourself to Read, Write, and Spell.* 3 vols. Palo Alto, Calif.: Educational Development Corp., 1965.

Course designed primarily to teach remedial reading, writing and spelling in adult education programs but intended also to help the non-native speaker of English. Lessons consist of vocabulary introduced through illustrations, or with words grouped by part of speech. Practices include spelling, sentence formation and writing, paragraph writing and question answering. Material is situationally ordered, somewhat graded. *Teacher's Handbook* (for Books One and Two) gives general comments on methodology, suggestions for supplementary activities, and a vocabulary list for each book.

Moody, K.W. *Written English Under Control.* Ibadan: Oxford Univ. Press, 1966. xvii, 149 pp.

A set of exercises in the form of substitution frames, designed to form habits of correct pattern usage and to provide controlled composition practice. Each set of frames is based on a model paragraph, making variations possible within each sentence, but restricting the sentence forms and the order in which sentences appear within the paragraph. Prevents structural errors by providing correct forms to choose from, but requires the student to consider meaning. Can also be used for oral practice. British usage; culture content slightly oriented toward Nigeria.

Nichols, Ann Eljenholm. *English Syntax: Advanced Composition for Non-Native Speakers.* New York: Holt, Rinehart and Winston, 1965. xvi, 224 pp.

Designed for graduate university students who need concentrated work in written English. Provides for an understanding of English structure, and principles and practice in writing. Part I deals with syntactical classes, sentence patterns, constructs, and styles and structure. Includes linguistic analyses of various schools, especially immediate constituent theory and transformational grammar, adapted to the needs of non-English speakers. Part II deals with paragraph units and model paragraphs. Part III deals with the essay and includes practice in description, analyzing and evaluating, paraphrasing and summarizing. Copious questions, exercises and writing assignments. Extensive appendices and indices.

Robinson, Lois. *Guided Writing and Free Writing: A Text in Composition for English as a Second Language*. New York: Harper and Row, 1967. xix, 216 pp.

Designed to provide foreign students with practice in writing correct, informal English prose on freshman composition level. Each set of exercises concentrates on certain grammatical points, presented in descriptive explanations with examples, to be practiced first orally, then in controlled writing. Key exercises throughout are simple transformation type in which the student constructs a paragraph by answering prescribed questions in statement form. Other exercises range from simple fill-in-the-blank and sentence-completion types to free writing of short themes or compositions. Additional "References" section contains suggestions for layout, punctuation and capitalization; spelling rules; irregular verb list; and detailed index.

Rosenfeld, Jeannette B. and Angelica W. Cass. *Write Your Own Letters: Simple Letters for Adults*. New York: Noble and Noble, 1964. 64 pp.

A handbook for writing easy business and social letters. Also includes a section on "everyday forms" such as bank slips, money orders and telegrams.

Ross, Janet and Gladys Doty. *Writing English: A Composition Text in English as a Foreign Language*. New York: Harper & Row, 1965. x, 283 pp.

A linguistically oriented course for advanced adult students. Part I reviews grammar and sentence structure. Syntax patterns are analyzed in charts, with illustrative examples rather than detailed explanations. Numerous oral and written exercises. Part II deals with rhetorical patterns, and organizing and developing ideas. Part III contains sample essays for study. Appended rules for merchanics such as punctuation and use of quotations.

Sutton, Hartley. *Guided Composition and Letter Writing*. London: African Universities Press, 1968. 67 pp.

First part introduces various types of letters. Second part deals with other kinds of writing, including instructions, explanations, narrative, description, argument, interpretation of statistics. Gives notes on levels of formality, types of information to cover, format, and useful words and phrases. Provides sample topics. For secondary school or college courses.

West, Michael. *A Dictionary of Spelling: British and American*. London: Longmans, 1964. vi, 122 pp.

A collection of 10,000 entries, including 301 items where British and American spellings differ. Points of probable error are indicated. Rules of spelling also included.

Wishon, George E. and Julia M. Burks. *Let's Write English.* 2 vols. New York: American Book, 1968.

Provides methodical practice in the written forms of English. *Book 1* deals with sentence patterns, leading up to paragraph and short composition writing. *Book 2* deals with various prose forms from letters to description, narration, argumentation, and explanation. Includes lessons on outlining, note-taking, the use of the library, summarizing and preparation of research papers, intending to bring the student to a level of competence enabling him to handle college work. Lessons begin with explanation and comment on several patterns, illustrating each with several examples. Exercises follow, beginning with a "dicto-comp," to be used as a dictation or as the basis for comprehension and composition practice. A variety of other types of exercise practice sentence analysis and formation. For intermediate to advanced level.

SPECIFIC LANGUAGE BACKGROUNDS

AFRICAN LANGUAGES

Addo, S. and E. O. Koranteng. *A Practical English Course.* London: Macmillan, 1964–. Cards; wall pictures.

Culturally oriented direct method course for primary schools. Materials for first year include a basic reader, a Teachers' Book, several supplementary readers, a picture book, word matching cards, flash cards and wall pictures.

Barnes, A.S.V. and J.H. Dugard. *Modern Graded English: Language Course.* 6 vols. Capetown: Via Afrika Publishers, n.d.

A six-year series based on the prescribed syllabus for the lower and higher primary school courses in South Africa. Vocabulary and language material chosen and organized on a situational, frequency and utility basis rather than linguistically graded and controlled. First three volumes consist almost entirely of pattern practice. Lessons in Volumes 4-6 are divided into three sections: Comprehension, with a reading passage and questions; General Language Practice; and Inductive Grammar, in which the patterns are discussed, with examples and a few exercises. Each volume includes a section of Phonic Tables for pronunciation practice, and a Spelling List with new words from that volume.

Bentley, Muriel and Adrian Sherwood. *English for Modern Africa.* 4 vols. London: George Allen & Unwin, 1963–66.

Designed to prepare secondary school students in West Africa for School Certificate, "O" level or GCE examinations. Approach is traditional, although third and fourth volumes aim to provide practice in modern, more informal types of language study. General format throughout series consists of culturally diverse reading passages with comprehension questions and word studies, followed by grammatical points with explanations, examples, and various exercises. Teacher's editions contain appended notes and answers to some exercises.

Berry, John P. *Evans Secondary English Course for Africa*. 13 vols. London: Evans, 1964.

Five-year course (high intermediate or advanced level) consisting of *Pupils' Books 1 to 5*, *Workbooks 1 to 5*, and *Teacher's Books 1 to 3*; includes a three-year program in preparation for "O" level GCE examinations and a two-year program preparatory to School Certificate or equivalent examinations. Lessons are based on reading passages, initially African in cultural orientation, later broader in scope. Each passage is followed by notes and exercises in comprehesion, word study, grammar, pronunciation and composition. Each *Pupils' Book* includes a reference table of English sounds and symbols, several review chapters and a final test. *Workbooks* contain extensive exercises on grammar and general learning. *Teacher's Books* contain lesson-by-lesson notes and suggestions with careful pronunciation descriptions at the beginning of each volume. Intended to follow *Evans Primary English Course for Africa* (see entry, this volume, under Gagg, J.C.)

Bright, J.A. *Patterns and Skills in English*. 4 vols. Nairobi: Longmans, 1965–.

Books 1, 2, and 3 of a prospective four-book course leading to the School Certificate for advanced pupils in East African secondary schools. Linguistically oriented; based on transformational grammar. Each chapter in *Book 1* contains a section on sentence patterns, with exercises, then direction for the writing of a composition. Eight passages are included in beginning chapters to test comprehension and reading speed. Each chapter in *Book 2* contains a section on grammar, composition, and word study. Numerous exercises. Comprehension and summarizing practice are added in *Book 3*. *Books 1* and *2* accompanied by *Teacher's Guide for Books 1 and 2*.

Cairns, John and John Munoyne. *Drills and Practice in English Language*. 2 vols. Lagos: African Universities Press, 1965.

Designed for drill and review for children in Elementary VI level in West African schools. Part I contains 27 lessons, each based on a specific structure point, with substitution tables and other types of exercises, to be done first orally and then in writing. Part II contains 6 advanced exercise lessons, and Part III, model letters. Teachers' edition includes notes and answer key.

Cairns, John, Philip D. Peterside and Ann Scott. *Objective Questions in English Language*. Lagos: African Universities Press, 1966. iii, 119, iv-vii pp.

Designed to help students prepare for School Certificate and GCE examinations. Based on new approach to English language testing in West Africa, text consists of multiple-choice objective test questions covering special verbs, tenses, verb/preposition and verb/verb combinations, adverbials, nominals, reported speech, vocabulary, and comprehension. Introduction explains purpose, offers suggestions for use of book. Answer key appended.

Clarke, Pauline. *Joseph and Sarah.* London: Educational Recordings, BBC, 1966. Records.

Twenty-four lessons designed as supplementary material for second year of English in African primary schools. Lessons (four on each record) contain a story, a song, words and sentences to repeat, questions to answer. *Teacher's Notes* available for each term. Also a blackboard picture for each lesson.

——— . *Michael, Anna and Innocent.* London: Educational Recordings, BBC, 1966. Records.

Twenty-four lessons to follow *Joseph and Sarah.* Same format.

Curtis, Arnold, Ralph Malone and Charles O'Hagan. *The Pivot English Course.* Nairobi: Longmans of Kenya, 1965– .

Pupils' Books 1, 2, and 3, accompanied by *Teacher's Books 1, 2, and 3,* of a proposed four-year course for upper primary school children who have had their first three years' classwork through the medium of English. Designed to follow "Peak" or "New Peak" courses (see *RLM:1,* p. 38). Emphasis placed on reading skills rather than oral work, shifting to writing in *Book 3.* Lessons provide a wide variety of reading passages and numerous graded exercises. Cultural orientation is East African, principally Kenya. Teacher's books contain keys to exercises, teaching suggestions for each lesson.

Day-by-Day English Course for Mid-Western Nigeria. Ikeja: Longmans of Nigeria, 1965– .

Pupils' Book 1: Ugo and Eki, accompanied by *Teachers' Guide: Year 1.* First two volumes of forthcoming series developed from *Day-by-Day English Course for Western Nigeria* (see entry, this volume, under Hemming, James, et al.). Material and presentation are nearly identical; cultural background and illustrations have been oriented for children in Mid-Western, rather than Western Nigeria.

Drake, H.B. *The Oxford English Course for Secondary Schools.* 8 vols. London: Oxford Univ. Press, 1957–63.

Intended as a preparation for the GCE "O" level examination at the end of four years. General format of first three books consists of readings (folk tales, short stories and excerpts of biographies and travelogues, etc., songs with musical scores, poems, and plays) interpolated by grammar explanations and exercises. Throughout the series, emphasis is placed on parts of speech, sentence structure, spelling, punctuation, composition. Fourth book is intended as specific preparation for the examination. Separate volumes of Teacher's Notes for each students' book contain answers to exercises, definitions of words and idioms, suggested activities and subjects for compositions.

Duncombe, D.J. *An English Course for Senior Students in West Africa.* London: Macmillan, 1963. x, 118 pp.

A traditional grammar of British English. Interesting reading selections with varied cultural background. Exercises test reading comprehension, practice writing and rewriting sentences, punctuation, choosing the correct verb, writing compositions.

Floyer, Ella. *Lively English.* Ibadan: Oxford Univ. Press, 1967–.

Basic course for first three years of primary school. Each year's volumes include Reading Book, Workbook, and Teacher's Book, with supplementary readers for the third year. First year Reading Book introduces new vocabulary and a few patterns, with copious attractive illustrations. Workbook provides further practice through printing and drawing activities. Teacher's Book provides detailed notes on content and technique for each lesson of each week's work. Further notes to teacher included in each book, keyed to pages in Teacher's Book.

Gagg, J.C. *Evans Primary English: Sierra Leone Edition.* 43 vols. London: Evans, 1965.

Adapted from *Evans New Africa English Course* (see entry *RLM: 1,* p. 37). Same format and content, minor revisions adapted to Sierra Leone culture.

——— and J.R. Bunting. *Evans Primary English Course: Especially Adapted Edition for Nigeria of Evans New Africa English Course.* 44 vols. London: Evans, 1966.

See entry in *RLM: 1,* p. 37.

Goldstein, Evelyn, James Hemming and J.M. Stitt. *Straight for English.* 11 vols. Ikeja: Longmans of Nigeria, 1961-65. Charts.

Series of five readers for primary school children in Northern Nigeria. Somewhat coordinated with the radio course, *Let's Learn English.* Oral practice provided for and writing introduced after short preparatory period. Written exercises are included at the end of each pupil's book. Accompanying six *Teacher's Books* give detailed instructions for each lesson. Fourteen coordinated supplementary readers entitled *Progress in Reading,* for years 2 to 5, also available.

Graham, Christopher and Caroline Sassoon. *A Picture Word Book.* London: Oxford Univ. Press, 1964. 32 pp.

Written for Nigerian children. Colorful drawings are used to teach English names of 144 everyday objects. Numbers and colors are included. Count nouns are given with the indefinite article.

Grieve, D.W. *New Nelson English Course for Secondary Schools.* London: Nelson, 1966-.

Book One, Work Book One, and *Teacher's Book One,* of a forthcoming series designed to prepare students for School Certificate and GCE Examinations in West Africa. Most of the eighteen units in the text consist of reading passages, based mainly on African culture, followed by oral questions, language studies of grammar points, and oral and written exercises. Numerous explanations.

Hemming, James, J.A.F. Sokoya, M.O. Okeowo and J.M. Stitt. *Day-by-Day English Course for Western Nigeria.* 7 vols. Ikeja: Longmans of Nigeria, 1962–65.

Colorfully illustrated series for primary school children. First volume, pre-reading picture book *Olu and Ayo*, is accompanied by *Teacher's Book I* which introduces some basic sentence patterns within a limited vocabulary. Reading and writing are introduced in following volumes: *Read about Olu and Ayo*, (with *Teacher's Guide: Year 2*), *Olu and His Friends* (with *Teacher's Guide: Year 3*), and *Olu and Ayo in Town* (which contains written exercises for the teacher's classroom use at the back of the book). Material is graded and controlled, provides for reinforcement and frequent review.

Herrington, J.O.A. *English for First Examinations.* 2 vols. Ibadan: Heinemann, 1967.

Course for secondary school students, covering total requirements of West African School Certificate Examination, revised syllabus. First book deals primarily with structure of the sentence, second book with the relation between structure and meaning. Reflects findings of transformational grammar, using new terminology as well as a few traditional terms. Each book has sections on Sentence Patterns, Sentence Structure, Comprehension, Summarizing and Composition.

—— and E.M. Milne. *Essential Examples in Secondary School English.* 3 vols. London: Heinemann, 1964–65.

Lessons consist of short prose passages followed by comprehension questions and a variety of language practices, ending with a word game.

Hindmarsh, Roland. *Understand and Write: Tests and Exercises in English Comprehension and Composition at Secondary Entrance Level for Schools in Africa.* 2 vols. Cambridge: Cambridge Univ. Press, 1965.

Consists of twenty-four reading passages followed by multiple choice comprehension questions, questions for composed answers, and subjects for composition. Ranges from 1300 to 1750 word vocabulary level. Teacher's book provides vocabulary lists, comments on structure in the readings, guide to pronunciation of new words, and suggestions for teaching and evaluation.

Holden, C.L. *A Comprehensive Course in English Composition.* London: Nelson, 1964. viii, 271 pp.

A discussion of composition, based on writing problems encountered by Sierra Leone secondary school students. Covers the word, the sentence, the paragraph, letters, and the essay. Presents techniques of self-correction in punctuation, spelling, grammar, and repetition. Chapters on the essay describe steps in choosing a subject, planning, writing and revising. Appendices include lists of words and expressions, exercises, suggested topics, and twenty-five specimen essays.

Lanham, L.W. and A. Traill. *Pronounce English Correctly.* Johannesburg: Longmans, 1965. x, 47 pp. Records; tapes.

Remedial pronunciation exercises based on a comparison of South African English and southern Bantu languages. Majority of attention given to vowel sounds; consonants and spelling pronunciation problems also covered. Modified IPA transcription.

Maw, Joan. *Spoken English.* 2 vols. London: Evans, 1966.

Intended to accompany later volumes of secondary school courses, to give extra work in pronunciation. Covers points generally of difficulty to African students, rather than problems of speakers of any one language. Uses transcription (Daniel Jones) extensively. Covers single sounds and intonation, beginning with words in isolation and progressing to dialogs. Every eighth lesson is a test.

McWilliam, H.O.A. *Training in English.* 2 vols. London: Longmans, 1961–62.

A two-year program of advanced work in English for Certificate A training colleges in West Africa. Both books contain prose passages with extensive exercises and notes on the exercises.

Miller, D.C. and S. Hakim. *Progressive Writing-Books for Ghana.* 3 vols. London: Oxford Univ. Press, 1961–64.

Progresses from printing of alphabet, numerals, punctuation marks, and spacing of letters, words, and sentences, through writing of dialogue, dates and verse, and the joining of letters to make longhand, to ways of writing time, notices, and letters, and addressing envelopes.

Moller, A.D. and G.D. Pickett. *Ibrahima and Binta: A Practice Reader for French-Speaking Africans.* London: Oxford Univ. Press, 1966. 150 pp.

Story of a West African boy, designed for intermediate and advanced reading. Illustrative drawings and maps. Comprehension questions and exercises for each chapter, and question and answer frames for substitution drills appended. English-French glossary.

Ogundipe, P.A. and P.S. Tregidgo. *Practical English: A Comprehensive Secondary Course.* 5 vols. London: Longmans, 1965–66.

A five-year series, designed to prepare high-school students for Certificate examination in African schools. Presumes previous knowledge of English. Linguistic in approach; emphasis on oral practice. General format throughout consists of lessons in four sections, beginning with contrasted sounds, and conversation drills practicing stress and intonation. Second section offers a variety of simplified, short reading selections followed by comprehension questions and word studies. Other sections treat grammar points, providing numerous explanations and oral and written exercises, with special practices included for discussions and testing. *Teacher's Book*, covering whole course, is in preparation.

Okyne, Robert R. *English at Work*. London: Univ. of London Press, 1965–.

First four of a six-volume beginning series for primary school children in Ghana. Each book is graded, and intended for a year's work. Work consists of practicing patterns of gradually increasing difficulty based on illustrations in the books. Exercises are of various types, chiefly written. Some conversation practice is derived through class discussion of stories and pictures. First volume, a pre-reader covering a vocabulary of 49 words. Second book contains lists of words selected to practice different sounds. Third book teaches past, present and future tenses. Fourth book contains more advanced exercises in guided composition, tense work and letter-writing, as well as *which, who,* and *where* clauses and elementary indirect speech.

Parry, John. *English for the Modern World.* 3 vols. London: Univ. of London Press, 1964–.

First volumes of a series for African secondary school students preparing for the new School Certificate English papers or the GCE at Ordinary Level. Presumes a knowledge of basic structures and vocabulary. Most lessons consist of a reading, original or excerpted, followed by comprehension questions and a variety of oral and written language practices including sections of comment and exercises on grammar, dictionary work, composition, spelling, abbreviation, punctuation, proverbs, and a Rapid Drill section for oral practice. Grammar explanations somewhat traditional, but emphasis is on oral use. Books 1 and 2 accompanied by a single teacher's manual, *Introducing Secondary English*. Further volumes in preparation.

Pattison, Bruce. *New Nation English*. London: Nelson, 1958–. Wall pictures.

Continues entry in *RLM: I*, p. 39. Series now includes Teacher's Books 2, 3, and 4, and Students' Books 4A and 4B, 5A and 5B, and 6A, a series of wall pictures for the first year, and supplementary story books for first five years. Students' books consist of graded readings with accompanying illustrations. From *Book Three* readings are followed by comprehension questions and a variety of activities on structure, pronunciation, composition and vocabulary. Syllabus and class material is in Teacher's Books.

Rulka, C. *An English Course for West African Secondary Schools*. London: Macmillan, 1962–65.

Lessons in Book One consist of a passage for comprehension, vocabulary, oral and written exercises and grammar. Emphasis is on written practice. Includes special exercises to correct "common West African errors."

Russell, Anthony. *School Certificate English Practice*. 2 vols. Nairobi: Heinemann, 1966.

First book, *Summary and Composition*, provides twenty-five graded passages for summary or précis, and twenty-five situational topics for composition, mostly related to East Africa. Second book, *Testing Comprehension*, provides twenty-five passages followed by objective tests with multiple-choice comprehension questions.

St. John-Parsons, Donald. *New Certificate Language: A Practice Book for the English Language Examination in the West African General Certificate of Education.* 2nd ed. London: Univ. of London Press, 1967. 112 pp.

Simpson, Hilda Corson. *A Comprehensive Course in Spoken English.* 2 vols. London: Macmillan, 1963.

Intended for secondary school level students and teacher trainees in West Africa and Southeast Asia. No treatment of grammar. Lessons begin with exercises in relaxing and breathing, followed by practices in intonation, sound identification, voicing, and linking of sounds. Emphasis is on non-linguistic aspects of natural pronunciation. Appendices include chart of head with speech organs, and a section dealing with problems of speakers of tonal languages. *Teacher's Manual* contains detailed instructions in non-technical style for each lesson; table of phonetic symbols (modified IPA), and explanation of the stress, intonation and liaison symbols used in the lesson; the appendices appearing in the students' book, plus rules for breathing and a pronunciation list of common words in stressed and unstressed position.

Smart, Newman, ed. *Sierra Leone Primary English.* London: Longmans, 1966–.

Based on *Straight for English* course for Northern Nigeria (see entry this volume under Goldstein, Hemming and Stitt). Cultural and linguistic content oriented for children in Sierra Leone. Volumes include questions for practice, songs and language games. Colorfully illustrated, the material is graded and controlled, and based on limited vocabulary. Emphasis placed on sentence patterns.

Stitt, J.M. *English in Malawi.* 8 vols. Limbe, Malawi: Longmans, 1965-67.

Course for primary school children. Pupils' Book 1 is a picture book. Books 2 to 4 are graded readings, continuing narrations from the lives of two Malawi children and their families and friends. Lessons are in teachers' books, which open with general discussion on teaching young children languages, then provide outlines for each lesson, indicating content to be covered, regular classroom activities, and special activities for particular points. Constant review built into lessons as well as special review sections.

Taiwo, Oladele. *Comprehension Exercises for Senior Primary Schools.* Lagos: African Universities Press, 1966. 62 pp.

A collection of graded reading passages excerpted from stories for children by African authors. Following each reading are graded, mostly multiple-choice, comprehension questions, beginning with simple information-type questions eliciting very controlled answers, and gradually introducing thought questions requiring free answers.

——— . *Summary and Comprehension for West African School Certificate.* London: Harrap, 1964. 136 pp.

Reading passages followed by comprehension questions, grammar and writing exercises, including summaries, timed to approximate the length of the School Certificate Examination.

Tomori, S.H. Olu and Peter Wingard. *Progressive English*. Ibadan: Heinemann, 1965–.

Course for six or seven-year primary schools in Nigeria, consisting of Teachers' Books and Pupils' Books. Lessons are in Teachers' Books, with detailed notes on content and presentation for each class. Emphasizes oral work but introduces reading and writing in second term of first year. First two years make some, but decreasing, use of child's mother tongue. Pupils' books contain graded readings, with corresponding exercises in vocabulary, structure and comprehension.

Williams, D.J. *English in Africa: A Practical Course*. 3 vols. Ikeja, Ghana: Longmans, 1963–65.

A three-year course primarily intended for teacher training colleges and secondary schools in Nigeria and other African countries. Level is quite advanced. Emphasis is on reading comprehension, grammar, and composition, although *Book I* has been revised to include considerably more oral practice. Chapters consist of a reading, excerpted from a variety of types of literature, usually African in setting; comprehension and discussion questions; a section on idiomatic constructions; several grammar points explained at length, with examples, and in *Book I* pattern substitution tables; exercises; a composition section, including suggestions on note-taking, word choice, paragraph construction, etc., and topics for practice. Considerable attention is given to points of style and usage. Each book contains two or three review chapters.

Windsor, R.O. *Comprehension and Language for School Certificate Examinations*. Nairobi: Heinemann, 1967. v, 114 pp.

Thirty varied passages from books and journals, each followed by multiple-choice questions on comprehension, vocabulary and grammatical knowledge.

ARABIC

Allen, W. Stannard and Ralph Cooke. *Living English for Jordan*. 10 vols. London: Longmans, 196-. Wall pictures; flashcards.

A four-year course for beginners based on *Living English for the Arab World* (see entry in *RLM: I*, p. 41).

Fitzgerald, Susan. *Everyday Dialogues: An Introduction to English Conversation*. [Beirut]: American Language Center, 1963. 94 pp.

Sixteen conversational dialogues designed for Arabic speakers on intermediate-advanced level of English. Conversations glossed in classical Arabic. Explanatory notes dealing with grammar, usage, and cultural points follow each dialogue. Accompanying *Workbook* provides reading and writing exercises.

Gamal, Saad M., Albert G. Abdalla and Hilmi M. Aboul-Fetouh. *Living English*. Rev. ed. 5 vols. Cairo: UAR Ministry of Education, 1966.

Three-year graded and controlled beginning course for Arabic-speaking children in greater Cairo. Aural-oral in approach and based on comparative analysis of English and Arabic. First 21 lessons in *Book I*, which contain the basic features of the English sound system, are designed to be introduced orally, and are included only in the accompanying *Teacher's Handbook I*. Lessons in first volume are short situational dialogs which incorporate basic sentence patterns and simple vocabulary. Attention pointers and instructions for practicing these patterns are contained in the *Teacher's Handbook 1*, as well as an indexed vocabulary list glossed in Arabic. Also accompanying first year's volumes is a *Copybook* to practice cursive handwriting. Second year's volumes, *Book 2* and *Teacher's Handbook 2*, with similar format, are in experimental editions.

Gusbi, M. *English for Libya*. 6 vols. London: Univ. of London Press, 1965.

A three-year direct method course for Preparatory Schools, culturally oriented toward Libya, possibly other Arabic-speaking countries. Somewhat graded and controlled, materials introduce new words and structures with illustrations, followed by extensive patterned exercises. Dialogues and reading paragraphs are used for further practice. Attention also given to pronunciation and handwriting. *Teacher's Handbook* for each year gives general notes on the method, and detailed notes for the teaching of each class, including testing and review. British English.

Howling, Robert T., Robert T. Axelby and David E. Eskey. *English Through Patterns: An Intensive Course in English Grammatical Structures for Students of English as a Second Language*. Beirut: Khayats, 1963. xvi, 308 pp.

An authorized revision and adaptation of Lado and Fries, *English Sentence Patterns* (see entry *RLM: I*, p. 20). Intended for Arabic-speaking students with some previous knowledge of English.

BULGARIAN

Spasov, Dimiter. *English Articles: A Practical Course with Exercises*. Sofia: Naouka i Izkoustvo, 1967. 122 pp.

Classification and description of the functions, and practice in the use, of the English definite and indefinite articles. Provides numerous examples for each pattern. Exercises include various types of pattern practice and some Bulgarian to English translation. All in English except for translation exercises and a few contrastive examples.

CARIBBEAN LANGUAGES

Ridout, Ronald and Philip M. Sherlock. *Better English for the Caribbean*. 4 vols. London: Ginn, 1965.

A series of non-graded "self-help method" texts for children with some knowledge of spoken English and some ability to read and write. Material is presented primarily in sentence form rather than isolated words or phrases with most of the exercises of the sentence completion, substitution and matching (of descriptive sentence with picture) types. Colorful illustrations, variety of classroom writing activities.

CEYLONESE LANGUAGES

Kannangara, D.M. *New English Course for Ceylon.* 3 vols. London: Macmillan, 1963–64.

A series of beginning lessons for elementary pupils. Content is based on realia and culture familiar to Ceylonese children. Vocabulary words are limited, and usually introduced in simple sentence rather than in isolated form. Reading passages in first book consist mainly of unconnected sentences. Short, descriptive passages in second book and simplified folk tales in third book provide for practice in reading continuity. Reading passages in all books are followed by questions and exercises.

CHINESE

French, F.G. *The New Oxford English Course for Hong Kong.* Adapted by F.J.F. Tingay. Hong Kong: Oxford Univ. Press, 1965–. Wall pictures.

Book 1 of a proposed five-volume edition of the *New Oxford English Course* (see *RLM:1*, pp. 36-37) adapted and culturally oriented for primary school children in Hong Kong. Each volume will be accompanied by a book of Teacher's Notes. A set of wall pictures has been prepared for use with Book 1. Accompanying *New Oxford Supplementary Readers for Hong Kong* provide a graded introduction to reading.

Huang, Raymond. *English Pronunciation: Explained with Diagrams.* Hong Kong: Hong Kong Univ. Press, 1965. xvi, 180 pp.

Description of English sounds with diagrams illustrating articulation. Based on British Received Pronunciation. Designed for young Chinese students with special emphasis on their learning problems. Last chapter treats intonation. Numerous examples and exercises for ear-training, speech-training, and spelling.

——— and A.W.T. Green. *Intonation in Idiomatic English: For Chinese Students in South-East Asia: Book I.* Hong Kong: Hong Kong Univ. Press, 1964. 113 pp. Records.

Based on a comparative analysis of English and Cantonese intonation, this comprehensive study "utilizes Cantonese tones as well as conventional musical notation and sol-fa." Emphasizes importance of ear-training for tonal language speakers. Deals with relationship between stress and intonation, and meaning. Numerous contrastive examples and six lengthy dialogs illustrating British English intonation patterns. Book II forthcoming.

Lin, Yü-k'eng et al., eds. *Chu'u-chung k'ou-shuo Ying-yü k'o-pen (Oral Approach English Series).* 12 vols. Taipei: Chiu-san yin-shua-ch'ang, 1963.

A six-volume series for Junior Middle school pupils. Linguistic oral-aural approach. The first two books consist of oral pattern practices of basic structures, with provision for reading and writing practice. Following books consist of pronunciation and structure drills with some built-in review, reading passages, comprehension questions, and oral exercises. Phonetic transcription of pronunciation drills and all new vocabulary is based on the Kenyon and Knott system of notation. Appended word lists. Accompanying *Teacher's Manuals* with all explanations and notes in Chinese.

CZECH

Kocourek, Rostislav. *Angličtina pro zemědělce. I-III díl.* Prague: Státní zemědělské nakladatelství, 1964. 483 pp.

A beginning text intended for high school students but content quite adult. Ninety short lessons, every fifteenth a review. Lessons consist of a reading, new words and expressions with glosses, grammar explanation, exercises, and an additional reading or a group of two-line dialogs for practice in spoken English. Grammar explanations, directions, notes, and vocabulary glosses in Czech throughout. Orientation general although pronunciation is British rather than American.

Kubičková, Julie and Julius Ehrler. *Angličtina: pro 7. ročník základní devítileté školy* [English: for the 7th class of the nine-year school]. Prague: Státní Pedagogické Nakladatelství, 1966. 144 pp.

A beginning text for children in elementary schools in Czechoslovakia. First two lessons introduce simple illustrated vocabulary in isolated basic sentences; thereafter, vocabulary and patterns are presented in short reading passages or conversational dialogs. Each reading section followed by new words with glosses in Czech and pronunciation in IPA transcription; structural notes in Czech; and various short exercises, rhymes, riddles and songs. Vocabulary limited; material gradually introduced. Cultural orientation Czech. Appended English/Czech, Czech/English glossaries.

DANISH

Cramer, Erik and Preben Frandsen. *Fundamental English.* 6 vols. Copenhagen: Gjellerup, 1965–66.

Direct method texts designed for secondary school children in Denmark who have been introduced to the basic patterns of English. A variety of exercises, illustrations and tables provide for ample practice and reinforcement of the structure points of each lesson. Cultural orientation British. Teacher's books in Danish accompany each of the three students' books. Other volumes in series in preparation.

DUTCH

Bongers, H. *An Oral Approach.* 6 vols. Eindhoven, Holland: Wolters, 1965–66.

Four-part series for beginning-level secondary school courses. Linguistically based, lessons begin with pronunciation practice. New grammatical material is introduced in a dialog or reading passage, practiced in extensive, patterned "question-and-answer games," defined in frames after the students are familiar with it, and further practiced in exercises and dictation. New words and phrases are re-introduced in context, in sentences glossed in Dutch. Attractive illustrations; songs interspersed throughout. Teacher's Books include general instructions for oral approach, words used with charts, comprehension questions for dialogs and readings, sentences for exercises.

de Groot, G. and F.J. Gemmell. *Friends across the Sea.* 7 vols. Eindhoven, Holland: Wolters, 1965–66.

A beginning-level series for secondary schools, consisting of three textbooks, three workbooks, and a short reference grammar. Following the traditional grammar-translation method, the course moves to an advanced level by the end of the third year. Lessons are based on reading passages, including dialog situations. Lengthy introductions in Dutch. Lists of new words and expressions with glosses follow readings. Grammar section consists of descriptive analysis with a few examples but no exercises except translation to and from Dutch. Workbooks provide somewhat more patterned exercises on forms, vocabulary and translation. Patterns in reference grammar are numbered for brief reference in the text to the relevant explanations.

Engels, L., P. Jacobs, J. Schuerewegen, et al. *Living English: Based upon Word-Frequency, Graded Sentence-Structure and Grammatical Substitution.* [Rev. ed.] 8 vols. Antwerp: Plantyn, 1965–67.

Five-year series for Belgian primary schools, later adapted to bring the students to the secondary school top form level by the end of Book V. Main body of structures introduced in first three volumes via oral approach. Lessons based on dialog or reading passage, followed by variety of exercises. Substitution tables used extensively both for grammar presentation and for pattern practice. First three books cover total of 2,000 vocabulary items, plus idioms, "collocations" and phrases; vocabulary glossed in Dutch, French, and German, with pronunciation of the English provided in IPA transcription. Last two volumes concentrate on advanced British literature, covering the field up to present day. Volumes accompanying series include *Teacher's Books I and II*, and *Vocabulary Tests.*

Erades, P.A. and J.H. Schutt. *An English Primer.* 2 vols. Groningen, Holland: Wolters, 1962–65.

A beginning course for secondary schools or colleges. Follows traditional grammar-translation approach. Introduction consists of a large section on the sounds and spelling of English; Daniel Jones transcription. Each lesson includes a dialog or reading, plus several sections on grammar, forms and usage, and spelling. Practice is largely through translation. Second volume concentrates on special usage and advanced patterns. Relies heavily on similarities between Dutch and English structure.

Filius, C. and A.M. Knetsch-Taanman. *Your Way to English.* Groningen, Holland: Wolters, 1966.

First book of a course for 5- and 6-year college preparatory type secondary schools (VWO and HAVO). Follows a somewhat eclectic approach. Although translation (usually Dutch to English) plays a large part, a variety of other types of exercises and classroom activities are used. New material is introduced through examples rather than prose discussion, with "rules" briefly summarized at the end of each lesson. Very little Dutch used outside of translation exercises. English/Dutch and Dutch/English glossaries appended, plus a section of extra exercises for MAVO, non-college preparatory secondary schools.

van Helden, J.J. and J. van der Vliet. *Engelse Leergang*. 2 vols. Eindhoven, Holland: Wolters, 1965–66.

Particularly for higher general continued education (HAVO) schools, but also suitable for middle (MAVO) secondary schools. Traditional approach; Dutch glosses throughout. Attention given to pronunciation and spelling. British usage; culture content in first book British, in second book American.

FILIPINO

Illigan, Nelly M. et al. *English for the World Today*. New York: American Book, 1963. xii, 274 pp.

Designed for first year Filipino high schools. Linguistically oriented, the material is based on a contrastive analysis of English and Tagalog, and provides for a thorough background and understanding of basic English structure and phonology. Consists of nine units, with a story based on the life of a Filipino high school student and his family. First part of each unit deals with grammar, treated descriptively and reinforced through vocabulary, reading and writing practice. Second part of each unit deals with pronunciation, using minimal contrasts, sentence drills, and dialogs. Structure and pronunciation points are followed by examples and numerous exercises, with points of contrast illustrated in English and Tagalog. Unit 9 includes a review of first 8 units, and explanatory notes on the parts of English sentence.

FINNISH

Mustanoja, Tauno F. and Elsa Vuorinen. *Englantia Aikuisille: 34 Kuvaa Ja 2 Karttaa, Kuudes painos*. Helsinki: Kustannusosakeyhitio otava, 1962. 155, 58 pp.

Fifty-five lessons on English grammar, usage and cultural background. Orientation is British. First thirty-five lessons consist of a reading passage, notes on new words and expressions used in the passage, and a section of traditional grammar explanation in Finnish. Lessons 36-55 are readings with only occasional usage explanations and no grammar.

Reuter, Ole. *English For You*. 6 vols. Helsinki: Söderström, 1963–64.

Two volumes of reading selections for advanced students, each accompanied by an English-Finnish glossary [*Sanasto* I and II by Pekka Tenkilä] and an English-Swedish glossary [*Ordbok* I and II by Rolf Lindholm]. Transcription (IPA) used in the glossaries. Selections provide a wide range of principally British and American authors, in serious and humorous vein. Somewhat graded as to complexity. Passages are followed by short traditional exercises on grammar.

Sohlberg, Anna-Liisa. *Friends across the Sea: Englannin Oppikirja Nuorille ja Aikuisille*. 2nd ed. Helsinki: Kirjayhtymä, 1965. 389 pp.

Beginning level direct method course for secondary school or adult courses. Material is divided into sections, in most cases keyed for coordinated study: graded narrative passages, with new words illustrated in first few lessons; literary pieces; exercises; pronunciation and spelling; grammar notes; lesson-by-lesson English-Finnish word list, and alphabetical English vocabulary index.

FRENCH

Bertrand, G. and J. Papy. *English Ways.* 5 vols. Paris: Hatier, 1962-65.

Continues entry under Perthuisot, *RLM: I*, p. 55. Final three volumes, plus two "translation keys," of seven-year course for French secondary school students. Each volume contains reading passages followed by excerpted model sentences, a paragraph for translation, and discussion questions. Further passages for translation follow each section. Grammatical notes in French, list of irregular verbs, and grammatical index conclude each volume.

Capelle, G., M. Garnier and D. Girard. *Passport to English: Junior Course I.* Paris: Didier, 1965. 125 pp.

An adaptation for younger students of *Passport to English* (see *RLM: I*, p. 53). Vocabulary is limited to 600 items, grammatical constructions are restricted, and themes more appropriate to younger students have been chosen for the dialogs and supplementary material.

Cartledge, H.A. and T.J.C. Baly. *An English Course for French-Speakers.* 4 vols. London: Longmans, 1964–65.

Two student's books accompanied by teacher's guides, for secondary school students in French-speaking Africa. Initial presentation is aural-oral but reading and writing are introduced early. Lessons consist of graded practice sentences, reading passages and conversations, and exercises. Appended verb lists, numerals, English-French glossaries.

Encyclopaedia Britannica. *Anglotutor: L'Anglais pour les Français.* 8 vols. Chicago, 1967. Records.

Programmed self-instructional course for adult beginners. Covers essential grammatical structures of conversational American English and about a thousand commonly used vocabulary items. Also deals with pronunciation, introducing IPA transcription in second unit. Accompanying records provide oral practice. Based on contrastive analysis of English and French, course emphasizes points of difference. Commentary and instructions in French.

Filipovic, R., Z. Filipovic and L. Webster. *Methods Audio-Visuelle d'Anglais* [English by the Audio-Visual Method]. Philadelphia: Chilton/Paris: Didier, 1962. 104 pp.

A short-term course for the teaching of British English to French speakers. Designed to be used according to the Saint-Cloud Method. Classroom materials consist of 25 filmstrips and 25 tapes, accompanied by a picture book with captions and explanatory preface in French.

Gautier, Maurice P. *Regards sur les pays de langue anglaise: Enseignement superieur et grandes écoles.* Paris: Didier, 1965. xvi, 220 pp.

A collection of passages from literary works and travelogues in English and French, for use as translation exercises. Selections are grouped, alternating English and French, into ten categories such as The Man and Family Life, Education and Religion, etc., to give a comprehensive picture of the civilization and literature of English-speaking countries.

Hirtle, Walter. ***English Grammar: Practice and Review.*** 2 vols. Québec City: Presses de l'Universite Laval, 1965/66.

Linguistically oriented pattern practices designed to develop aural-oral skills, especially mastery of grammatical patterns, for French-speaking university students with a knowledge of written English. Student's attention is focused on teacher's oral cues, rather than on written work. Each lesson deals with separate point of difficulty encountered by French speakers. Frequent review lessons for reinforcement. No French.

Saint-Pierre, Gaston. ***Living English for French-Canadian Students.*** 6 vols. Montreal: Beauchemin, 1964–65.

A beginning course designed for French-speaking children in eighth and ninth grades in Canada. Consists of two student's books, each accompanied by workbook and teacher's key. Lessons contain phonetic exercises based on contrasted sounds (modified IPA transcription); grammar points followed by various types of pattern practices; dictation; and dialog practices. No regular format followed in lesson presentation. Workbooks contain further exercises correlated to each lesson. Teacher's Keys provide introduction to each workbook exercise, and answers.

TMI-Grolier. ***L'anglais pour les personnes de langue française (English for French Speaking People).*** New York: Teaching Machines, Inc., 1966. Irreg. pag.

A programmed course for French speakers at 7th grade reading level. Approximate equivalent of a first year high school beginning English course. American cultural content. Material presented consists of vocabulary and usage for everyday situations rather than a systematic presentation of patterns.

Verron, Laure. ***English is Fun.*** 2 vols. Paris: Didier, 1965. Filmstrips; tapes.

An intermediate course for eight- to ten-year-old children. Consists of pupils' text, teacher's manual, correlated filmstrips. New vocabulary and sentences, word puzzles, "games," and exercises are all illustrated. Comprehension test questions follow each two or three lessons. Some attention given to grammar and pronunciation practice. Material is superficially graded, with emphasis on aural-oral introduction and reinforcement.

GERMAN

Bauer, Hans G. ***Englische Grammatikprogramme in Dialogform.*** Munich: Hueber, 1966. 48 pp.

Twenty practices for supplementary work on a variety of beginning and intermediate level grammatical patterns. British usage. Intended for language laboratory drill and writing practice. Preface offers suggestions for use, including self-study. Vocabulary coordinated with Hoffman's ***Weltsprache Englisch für Anfänger*** (see below) but drills usable with any course.

Dietrich, Gerhard. *Englische Schulphonetik: Eine Einführung in den englischen Anfangsunterricht*. Heidelberg: Groos, 1967. 111 pp.

Text in pronunciation, divided into three parts: introduction of single sounds, with production exercises on consonants and discrimination practice with vowels and diphthongs; introduction to speech, with production exercises for both vowels and consonants, especially consonant clusters; and a short introduction to reading and writing. Linguistically oriented. Includes figures showing tongue positions and organs of speech, and tables of vowels and consonants. Follows intonation markings of H.E. Palmer, modified Daniel Jones transcription.

Direder, Marianne, David Christie-Murray and Desmond Clayton. *Brighter English for Boys and Girls*. 16 vols. Munich: Hueber, 1961–65.

Four-year series in British English for junior high schools, including four workbooks (the basic texts), one to four readers for each year, and teachers' manual/keys. Somewhat graded, not controlled. First year work introduces basic phonological and grammatical patterns. Translation is introduced in second year and heavily emphasized thereafter. Third book brings in discussion; fourth book, debate. Attention given to pronunciation. Grammar introduced through examples with a minimum of discussion. Exercises are traditional. Workbooks and readers have English/German glossaries. Teachers' guides (in German) suggest lesson plans and provide answers to exercises.

Fischer, Walter. *Englischer Wortschatz in Satzbeispieler*. Munich: Hueber, 1965. 166 pp.

Contains a basic vocabulary listed alphabetically, each word followed by an illustrative example and the German equivalent.

Frerichs, Wilhelm. *The Highway to English*. 14 vols. Frankfurt: Hirschgraben, 1959–67.

Continues entry in *RLM:1*, pp. 57-58. Revised "A" series, for 5th grade students studying English as their first foreign language; "B" series, designed for 9th grade students learning English as their second foreign language, is similar in format but accelerated in pace.

Friederich, Wolf. *English Grammar Practice: For Intermediate and Advanced Students*. Munich: Hueber, 1966. 90 pp.

Graded exercises for supplementary controlled practice on a variety of aspects of the English verb, noun, adjective and adverb. Includes some translation from German. Separate key provides answers.

Hackenberg, Kurt. *Englische Idiomatische Redewendungen*. Leipzig: VEB Verlag Enzyklopädie, 1965. 211 pp.

A collection of educated-colloquial British English idioms, listed according to key word. First glossed in German, then written in sentence context. Alphabetical index of German equivalents appended.

Hoffman, Hans G. *Exercises in English Grammar and Usage: A Practice Book for Intermediate and Advanced Students*. 2 vols. Munich: Hueber, 1966.

Supplementary practice material for secondary school or adult courses. Covers structures author finds to be most commonly encountered difficulties for intermediate and advanced students. Includes several exercises for translation from German, as well as transformation, completion and combination practices.

——— . *Weltsprache Englisch für Fortgeschrittene: Ein Lehr-, Übungs- und Nachschlagebuch für Erwachsene.* 2 vols. Munich: Hueber, 1965. Records.

Follows *Weltsprache Englisch für Anfänger* (see below). Format similar; much less German used. Includes an appendix with supplementary reading texts. Teacher's book provides notes on structure content and use of the text, and key to exercises.

——— and Anthony P.R. Howatt. *Weltsprache Englisch für Anfänger: Ein Lehr-, Übungs- und Nachschlagebuch fur Erwachsene* (*World language English: A teaching, exercise and reference book for adults.*) 2 vols. Munich: Hueber, 1964–66. Records; tapes.

Traditional text in British English for beginners. Lessons consist of a reading; a conversation; grammar discussion, in German, with examples and paradigms given with German equivalents; and exercises, mostly transformational, with some translation. Although transcription (Daniel Jones) is provided for early conversations and all vocabulary lists, little attention if given to oral work. Covers a vocabulary of about 2100 words. Little apparent grading or control, but reflects differences between English and German. Can be used for self-instruction. *Teacher's Guide* provides general suggestions, a selective bibliography, notes on the grammar and usage in each lesson, and key to the exercises.

Hürmer, Hans et al. *Modern English.* 4 vols. Munich: Oldenbourg, 1956–65.

Beginning series designed for junior high schools in Bavaria. Approach is traditional, emphasizing grammar, reading comprehension and translation skills. *Part 1* introduces basic sentence patterns and the sounds of English, and gives a brief explanation of intonation, punctuation and capitalization. *Part 2* incorporates into text format an additional section of poems and songs with accompanying glossary, a list of homophones, and a short bibliography. *Part 3* includes a section of passages reflecting British and American culture, list of homonyms, and further rules of punctuation and hyphenation. *Part 4* includes reading section of "human interest stories and literary extracts." All words and forms in the grammar sections, as well as vocabulary items, are glossed in German. Vocabulary items transcribed (IPA).

Leonhardi, Arnold and Otto Stursburg. *Concise English Grammar* Dortmund: Lensing, n.d. 95 pp.

A grammar handbook for German-speaking students on intermediate-advanced level. Introduction deals briefly with English phonology, stress, spelling, etc. Main sections deal with word order and parts of speech. Each pattern is introduced through examples, after which the details of the "Rule" are enumerated, sometimes followed by further special notes. IPA transcription is used in Introduction and in the English/German glossary of grammatical terms appended.

Leyton, John. *Modern English Vocabulary in Narrative Form: With 2000 Translated Idioms* (*English-German*). 2nd ed. Munich: Hueber, 1966. 265 pp.

Consists of a series of narrative passages on varied subjects, grouped by topical category. Presents vocabulary in context. Cumulative group of idioms on the respective subject is glossed in German.

Muller, Siegfried, ed. *Learning English.* Stuttgart: Ernst Klett, 1965–67. Tapes; records; wallcharts.

A series for secondary schools with separate editions for English as a first foreign language and English as a second foreign language, and for both Mittelschule and Gymnasium. Each text is accompanied by a teacher's guide, a grammar handbook, and a vocabulary list. Tapes, records and wallcharts are available for the first volume in each series. Colorfully illustrated; numerous poems, songs and games; careful structuring, grading and control.

Schnöckelborg, Georg, ed. *Plain English.* 3 vols. Paderborn, Germany: Schoningh, 1962–64.

Beginning series for German-speaking children. Emphasis throughout on vocabulary and grammar, reading comprehension and translation. Pronunciation exercises with IPA transcriptions preface first volume. Lessons consist of reading passages followed by proverbs, poems, and songs, and a variety of traditional exercises, such as conjugation, fill in the blanks, and translation. Grammar points of each lesson are explained in German in the back of the book.

Utz, Karl. *English Grammar-Style-Phraseology: Exercises: Übungsbuch für die Oberstufe.* 2nd rev. ed. 2 vols. Frankfurt am Main: Hirschgraben, 1965.

An exercise book designed for advanced students. Part One covers points of grammar and style; Part Two, style, idioms, synonyms, and pronunciation (British). Key to exercises and explanatory notes are contained in accompanying Teacher's Book.

GREEK

Eliascos, Elias N. *Use Your English: Part II.* Rev. ed. Athens: Athens College, 1964. 181 pp.

Continues entry in *RLM: I,* p. 62. Additional material has been provided for oral classwork, reading and writing practice, including more exercises based on grammar structures, as well as pronunciation drills and conversations.

Kurilecz, Margaret. *Man and His World.* Athens: Athens College, 1964. 188 pp.

Eleven readings aimed at developing active skills from the passive knowledge of English of students of the Gymnasium II level. Each reading is followed by a list of words for special study, discussion questions, suggestions for compositions and projects, and various exercises.

Lee, W.R. and L. Koullis. *The Argonauts' English Course.* 10 vols. London: Oxford Univ. Press, 1965-66. Records; wall charts; flashcards.

A series of texts for Greek-speaking junior high school students in Cyprus. First-year volumes consist of colorfully illustrated *Picture Book, My First English Reading Book* and *My First English Writing Book.* Accompanying *Teacher's Book* eclectic approach, provides detailed instructions. Deals with points of contrast between English and Greek, principles of methodology, and stress and intonation. Emphasis is on oral practice and repetition. *Reading-Books, Writing Books* and *Teacher's Books* for second and third years follow same general format. Flashcards available for first year, wall sheets and records for all three years.

Papadopoulos, A. and A. Ioannou. *Elementary English Course.* 3 vols. Nicosia, Cyprus: Zavallis, 1964.

Coordinated *Picture-book, Reading-book and Drill-book* for junior high school age beginners. Vocabulary covers about 500 words. Approach is aural-oral; material is graded. No grammatical terminology is used. Notes to the teacher on the use of the texts are included in the introduction to the *Reading-book* and *Drill-book.* The complete course, including a fourth volume, *Student's Workbook,* will shortly be republished by Longmans as *English Now.*

INDIAN LANGUAGES

Better Letters: A Practical Guide to Private and Commercial Letter-Writing. 3rd ed. Bombay: Oxford Univ. Press, 1962. 114 pp.

A handbook for Indian students on an advanced level. Contains rules for writing as well as examples of various forms. Includes a chapter of letters by famous persons. Appendix I lists definitions of business terms; Appendix II, styles of address.

Bhandari, C.S., G.E.B. Coe and S.K. Ram. *Let's Learn English.* 2nd ed. 2 vols. Allahabad: Ram Narian Lal Beni Madho, 1964.

See entry in *RLM: 1,* p. 65. *Books Two* and *Three* of the *Let's Learn English* series for Hindi-speaking children in second and third year of English in the primary schools. Second book introduces 150 words, third book 170. Both follow format of *Book One.*

French, F.G. *New Oxford English Course for India.* 4 vols. London: Oxford Univ. Press, 1957-65.

A six-year direct-method course for children in primary and lower secondary schools (see entry under French, F.G., *RLM: 1,* p. 36). *Book 1,* accompanied by *Teacher's Notes* and wall pictures, is designed for oral work with beginning pupils. *Books 1A* and *1B,* in which reading and writing are introduced in the first lesson, are designed for children whose mother tongue is English or who already know some English.

Madras English Course. 14 vols. Madras: Government of Madras, 1963–66.

Aural-oral course for elementary school children written in accordance with the revised syllabus for the teaching of English in Standards III-VIII. First year's work, emphasizing basic sentences and controlled vocabulary through pattern practice, is contained in *Teacher's Handbook for Standard III, Parts 1-2.* Students use no book until the middle of Standard IV. Reading and writing are introduced gradually in second year, by means of *Teacher's Handbook for Standard IV, Parts 1-2, Work Book IV* and *Reader IV.* Two-part *Teacher's Handbooks V* and *VI, Workbooks V* and *VI,* and *Readers V* and *VI* follow same format. Each set of handbooks present detailed instructions for 180 class lessons, including tests. Books for Standards VII and VIII in preparation.

Maison, Margaret M. and Shiv K. Kumar. *Examine Your English: A Senior Course in English Grammar and Composition.* Bombay: Orient Longmans, 1964. 247 pp.

Designed for students in Indian universities. First three chapters deal with errors in "Accidence and Syntax," vocabulary, and punctuation. Parts Two and Three deal with essay and letter writing, reported speech, précis, and paraphrase. Part Four provides practice drills on pronunciation, stress and intonation. Numerous examples and exercises. Grammatical treatment is largely prescriptive.

Mowla, Shaik. *English Readers.* 5 vols. Hyderabad: Government of Andhra Pradesh, 1965–66.

Texts for pupils in elementary schools in Andhra Pradesh. Designed to provide interesting reading material while incorporating official syllabus items. Readings are in conversational dialog or narrative reading form, followed by a variety of exercises. Section of short poems appended in each volume. Class VI and VII have additional supplementary readers, containing well-known folk-tales but no exercises.

The Peacock English Readers. 4 vols. Calcutta: Education Directorate, Government of West Bengal, 1963–64.

Beginning English texts prepared according to official syllabus by the Institute of English, Calcutta, for use in Classes III-V in West Bengal. Material is graded and controlled, based on a comparative analysis of English and Bengali. Approach is aural-oral. *Primer* introduces basic sentence patterns and illustrated vocabulary, provides for controlled reading and writing practice. *Books One* and *Two* follow same format, include substitution tables, longer reading passages. Content is culturally oriented for Bengali children. Accompanying *Hand Book* for teachers encompasses the three volumes, providing teaching suggestions and an explanation of English phonology and structure.

Smith, Egerton. *A Way to English.* 2nd ed. 6 vols. Bombay: Oxford Univ. Press, 1965.

Illustrated primer introduces simple words in isolation and in sentences, concentrating on one or two sounds in each lesson, which are then practiced in oral drills. Lessons in succeeding volumes consist of a reading preceded by a list of new words and followed by various brief exercises. Material is graded and controlled. Attention is given to pronunciation throughout. Cultural orientation is Indian.

Weaver, A.P. and P. Mahato. *Controlled Reading and Writing in English.* 3 vols. Calcutta: Oxford Univ. Press, 1964–67.

Workbooks designed for children on beginning level. Lessons in Book One are based on simple structures. First line of each lesson page contains simple sentence patterns in italic script, to be copied for handwriting practice. Following are words to read, and illustrated sentences to be completed by filling in the blanks. Book Two, same format. Introduces practice with substitution tables; covers simple present, past and future forms. Book Three introduces present perfect tense, work with prepositions and adverbs, some pronunciation. Approach is linguistic; cultural content is Indian.

ITALIAN

Bova, Vera. *Luca Is Going to England* (*Luca va in Inghilterra*). Torino: Petrini, 1965. 232 pp.

A direct-approach reader on upper-intermediate level for the first and second classes of middle-schools in Italy. Part I reviews basic structures and vocabulary phrases. Part II consists of reading passages based on the life of Luca, an Italian schoolboy. Part III contains short excerpts from British and American writers as well as paragraphs describing British geography and history. Passages in Parts II and III followed by short tests in comprehension, structure, and composition. New words and expressions translated in footnotes.

———. *Sono Bravo in Inglese.* 3 vols. Rome: Barjes, 1965–66.

Slightly revised edition of *I'm Learning English* (see entry *RLM: I*, p. 70). Now three separate one-year volumes.

Ragazzini, Giuseppe. *My English: Corso di lingua inglese.* Bologna: Zanichelli, 1964. vi, 503 pp.

A comprehensive direct method beginner's course for older children. First part introduces English phonetic system (IPA notation) with pronunciation exercises based on contrastive sounds. Lessons begin with a page each of pictures and corresponding reading passages, containing graded structure points, explained in Italian in grammar section following. Great variety of exercises; grammatical index, phonetic glossary of over 3,000 words appended. Linguistic and cultural context is British.

Roberts, Paul. *Corso d'inglese parlato.* 3 vols. New York: Harcourt, Brace and World, 1963–65.

See entry in *RLM: 1*, p. 71, under Consiglio di studi Americanni, Roma. For adult speakers of Italian. Based on contrastive analysis. The first two volumes contain dialogs, and grammatical and phonological explanations and exercises. The second volume also contains reading passages with comprehension questions, reflecting various aspects of British and American culture. The third volume contains advanced reading passages followed by extensive comprehension questions and grammatical explanations and exercises. Appendices include English-Italian glossary and indices of grammatical points.

Sabatini, Alma, and Francis Adkins Hall. *Cosí si parla inglese: Grammatica, conversazioni, esercizi, per le scuole medie superiori.* Firenze: Sansoni, 1965. ix, 721 pp.

Colloquial American English for beginning students of junior high school level. Thirty-five lessons, each containing dialog, pronunciation practice, grammar notes, special usages and cultural notes, vocabulary, and exercises (oral and written). IPA transcription. Introductory section on the sound system of English. Glossary appended.

JAPANESE

Clark, William L. *The Junior Crown English Course.* Rev. ed. 9 vols. Tokyo: Sanseido, [1966]. Records.

A three-year series for junior high schools. Graded and controlled. Culture content largely American. Volumes for each year include a student's book, with charts, a *Teacher's Edition*, and a separate *Teacher's Guide* in looseleaf form. Lessons consist of new words and expressions, illustrated; pattern sentences followed by a dialog or reading passage; and short exercises, including comprehension questions and translation. Occasional review sections. *Teacher's Editions* include a reduced student's page, intonations indicated, plus explanation, in Japanese, of pronunciation, new vocabulary and patterns. *Teacher's Guides* contain suggested teaching procedure. Japanese used throughout.

———. *Spoken American English.* 4 vols. Tokyo: Kenkyusha, 1957–63.

A linguistically oriented course designed for Japanese adults who have a basic knowledge of English structure. Lessons in first volume, *Introductory Course*, are in four-part units: conversational dialogs containing the structures, vocabulary, pronunciation and culture points to be mastered; explanatory notes; pronunciation drills; and pattern drills. Second volume, *Elementary Course*, maintains same format, adding a comprehensive reading passage, which precedes dialog, introduces all the points of the lesson in paragraph form, and is reinforced by the dialog. *Intermediate Course* adds Japanese/English translation drills and guided conversation sections to each lesson unit.

Cosgrave, Desmond P. and Soichiro Nitta. *Modern English: An Oral Approach.* 5 vols. [Ashiya, Japan]: Seido Language Institute, 1965–66. Tapes.

A linguistically oriented, beginning-to-advanced level spoken English course for Japanese adults. Material is graded, based on contrastive analyses. Emphasis is on oral pattern practice. *Books 1* and *2* each contain six units consisting of sections of dialog; analytical grammar notes; vocabulary; and extensive drills on dialog adaptation, and pattern practice. Each book is accompanied by a *Charts and Pictures* booklet for supplementary oral drill. *Book 3* contains the thirteenth unit in series and reaches educated-colloquial native speaker level. Japanese is used throughout for dialog and vocabulary glosses, and occasional notes.

English Language Education Council. *ELEC Controlled Conversation.* 3 vols. Tokyo, 1965.

Exercise material for intermediate-advanced students. Each lesson consists of a short joke or humorous anecdote, followed by detailed questions on each sentence, with both short and long form answers provided. Each piece of information is questioned in various ways, with the answers to be found in the sentences of the text, providing both comprehension and structure practice.

——— . *ELEC English Conversation.* 2 vols. Tokyo, 1965.

Linguistically oriented series for intermediate-advanced level adults. Lessons consist of three short educated-colloquial dialogs based on various social and business situations, each followed by pattern practices. Phonemic transcription provided with dialogs.

Hill, Archibald A. *ELEC Oral Approach to English.* 2 vols. Tokyo: English Language Education Council, 1965.

Revised edition of *ELEC English Course.* See entry in *RLM: 1,* p. 76.

Roberts, Charles. *Join Us, Won't You? American English with Pattern Practices.* [Tokyo]: Nan'un-do, [1967]. xvii, 217 pp.

Intermediate level course in colloquial, conversational English. Chapters based on situational dialogs, followed by vocabulary study, pattern drills, questions to answer, topics for discussion, and other activities. Answers to some exercises at back.

Stevens, Alan J. *Test and Prove Your English: A Self-Teaching Course for Japanese Students.* Rutland, Vermont: Tuttle, 1964. 211 pp.

An exercise book for intermediate-advanced students, based on the "most common grammatical errors" of Japanese students. Part One covers parts of speech, verb forms, spelling, punctuation and capitalization. Many exercise types. Part Two contains the answer key. Part Three consists of descriptive and prescriptive grammar and orthography rules, with examples. Detailed grammatical index.

Taylor, Grant. *ELEC English Conversation Exercises: Programmed Language Laboratory Instruction.* 2 vols. Tokyo: English Language Education Council, 1965.

Designed for adult speakers of Japanese with knowledge of basic structures of English. First volume consists of groups of four-line conversations, both situation and structure oriented, some of them containing blanks and lists of words to be used as substitution drills. Second volume consists of programmed structure and word study drills. Educated-colloquial English.

Yasuda, Tetsuo, Yozo Tokunaga and Gerald Morrey. *Basic Expression in Spoken English.* Tokyo: Kinseido, 1966. 94 pp.

A book of sentence patterns and exercises based on three hundred basic English utterances. First part contains lessons consisting of cultivated-colloquial sentence patterns; word studies, including idiomatic usages; substitution drills; conversational dialogs; and vocabulary-building word lists. Second part contains short newspaper narratives and "easy short stories" excerpted from American authors, new word meanings with footnotes and comprehension questions.

Young, John, B. Kirk Rankin III, William Watt, et al. *TEC English I: Transformational Approach.* Tokyo: Tokyo English Center, 1964. xx, 269 pp.

A beginning course for adults. First three lessons devoted to pronunciation, including facial drawings to illustrate points of articulation. Next six lessons contain a short dialog and a list of new vocabulary. Each grammar section deals with several patterns, following a transformational approach in its presentations and explanations, and providing brief practice. Last two lessons are review.

MALAYAN

Chia Meng Ann. *Productive English.* 3 vols. Singapore: Federal Publications, 1963-65.

Graded course for beginning adult or high school students. Follows oral approach. Provides a certain amount of reading and writing practice. Emphasis is on sentence patterns, which are introduced by means of illustrations and brief examples. Copious structural and sound drills, grammar, punctuation and comprehension exercises, and composition and letter-writing practices provided, as well as reading passages and short dialogs. Comprehensive tests included in last volume.

——— and Chia Hearn Chek. *Structural English Course.* Singapore: Eastern Universities Press, 1963–65.

An oral-approach beginning series for children. *Teacher's Book* contains 50 lesson plans providing pre-reading activities during Oral Stage, and suggestions for teaching first two readers and workbooks. Material is progressively graded and vocabulary is limited and controlled. Cultural orientation Malaysian.

Etherton, A.R.B. *Secondary School English Course for Malaya: Latehan Bahasa Inggeris bagi Sekolah Menengah Tanah Melayu.* 5 vols. Kuala Lumpur: Longmans of Malaysia, 1960–63.

Intended for pupils in Forms I-V preparing for School Certificate or GCE "O" level examinations. Presumes approximately six years of previous instruction. General format consists of original reading passages or excerpts from Malaysian and English writings, comprehension questions, word study sections, composition and pronunciation practices, and sections on grammar presented in somewhat graded traditional fashion. Numerous explanatory notes and examples as well as great variety of exercises. Cultural content of series is specifically related to daily life of Malaysian peoples. Teacher's books for first three books available.

French, F.G. *The New Oxford English Course.* Adapted for Malaya by G.J. Gurney and A.L. Jones. 10 vols. Kuala Lumpur: Oxford Univ. Press, 1963–64. Wall pictures; flash cards.

A "Direct Oral" course for children. Begins with a picture book pre-reader, to be used with carefully detailed teacher's notes. Next book is augmented by two supplementary readers. Last book emphasizes review as well as progress in reading. Familiar *New Oxford English Course* format—colorful pictures, local cultural content, graded and controlled material with emphasis on basic sentence patterns. Wall pictures and flash cards.

Hobbs, J. *Longmans English Course.* 15 vols. Kuala Lumpur: Longmans of Malaysia, 1966–67.

A six-year course for primary schools, culturally oriented for Malaysia. Linguistically graded and controlled. New items are presented through colorful illustrations and practiced in structured oral and written exercises, dialogs, and readings. Emphasis is on oral work before reading and writing. Pronunciation practice also provided. Teacher's Book for each year contains general comments on method, followed by page-by-page teaching notes and a list of new content words for that year. British English.

Howe, D.H. *Guided English.* 7 vols. Kuala Lumpur: Oxford Univ. Press, 1964–65.

Comprehensive four-volume series for Forms I, II, and III. *Introductory Book* is intended to bridge the gap between primary and secondary schools, or for remedial work for students not ready for *Book I.* Thirty lessons, each containing graded reading passage, comprehension exercises, substitution tables for oral exercises, written exercises, punctuation practice, composition, useful words and phrases. *Books I-III* follow same format, contain additional pronunciation and reading practices, spelling rules. Workbooks contain further exercises corresponding to lessons in main books. Somewhat oriented for Malayan students.

——— and B. Smith. *Practical English for the Certificate.* 2 vols. Kuala Lumpur: Oxford Univ. Press, 1963–64.

Continues entry for *Practical English, RLM:1,* p. 81. Designed to prepare Malayan secondary school students for the Cambridge Overseas Certificate. More or less same format used in both books: Section One deals with précis, comprehension, and composition; Section Two with language structure; Section Three consists of comprehension, précis, and composition practice; Section Four contains oral practices in pronunciation, rhythm, intonation, stress, oral comprehension, etc. Two sample examinations and suggestions for study included.

Lamb, G.F. and D.R. Hughes. *English for Secondary Schools: A New Course for Malaysia.* 2 vols. London: Harrap, 1964.

Continues entry, *RLM:1,* p. 81. *Books Four* and *Five* complete this series. *Book Four* emphasizes composition, and includes chapters on the paragraph, sentence analysis and construction, idioms and figures of speech, etc. *Book Five* emphasizes review.

Sarawak, Department of Education. *Oral English Lessons for Primary One.* n.p.: Borneo Literature Bureau, 1966. viii, 268 pp.

Based on a revised edition of materials from the Peak System for English-medium schools in Africa (see *RLM:1*, p. 38), adapted on the basis of a few years' use of the Peak materials in an English-medium system in Sarawak. Series will eventually cover six years of study, the present volume providing work in all subjects except other languages for the three twelve-week terms of the first year. Materials for the second year, *Arithmetic, Physical Education, Story Telling and Acting and Nature Study for Primary Two* will include some volumes of the original Peak series as supplementary readers.

NEPALI

Nepal, Ministry of Education. *My English Book: For Beginners of English.* 2 vols. Katmandu: Ministry of Education, Education Materials Centre, n.d.

First two of a six-volume series designed for children. Aural-oral in approach; materials are graded and controlled, with cultural content specifically Nepalese. Vocabulary is illustrated and introduced in sentence form in reading passages or dialogs, followed by various exercises. Both books include additional exercises and vocabulary lists. Separate teacher's guides available.

OCEANIC LANGUAGES

Johnson, F.C. *Minenda Books.* Brisbane, Australia: Jacaranda Press, 1962– .

A graded and comprehensive program of English lessons for the seven years of Primary "T" Schools in the Territory of Papua and New Guinea. Content and colorful illustrations designed to appeal to children of this region. Pupils' texts consist of *The Road to Reading, Readers, Read and Draw* booklets, *Supplementary Readers* and *Pre-Writing Books*. Teacher's books consist of teaching guides for *Readers,* and accompanying *Picture Word Matching Cards; Language Drills,* and accompanying *Wall Charts; Storytelling and Oral Composition* and accompanying *Oral Composition Pictures; Pre-Reading* and *Pre-Writing*; and *Written English*. Teacher's books give minutely detailed instructions for the teaching of each lesson and explain in simple language the methodology involved. The integrated units are carefully scheduled so that new words and patterns are introduced in language drills lesson, practiced orally in storytelling and oral composition, and then read and written in following lessons. Constant emphasis on pattern-reinforcement and careful teacher preparation. Work is done completely in English, without reference to the source language.

Tate, G.M. *Oral English for Maori Children in the Cook Islands.* 11 vols. Wellington: Islands Education Division, Dept. of Education, 1961–63.

Based on the Tate Oral English Syllabus. Linguistic in approach, the materials are strictly graded and controlled, with emphasis on correct pronunciation of sounds and intonation, oral pattern practice and frequent review. Course covers approximately 4 years of work, the first two, pre-reading, so that the children learn to read and write in their own languages. Author has prepared two handbooks for teachers: *Firm Foundations: Speech* and *Firm Foundations: Structure*, which contain notes on special problems of Polynesian children learning English (see Tate, p. 145). Several series of readers have been published for this course by different island governments.

Whittington, R.J. *Oral English for Niuean Children*. 9 vols. Wellington: Islands Education Division, Dept. of Education, [1964–66].

A beginning course adapted from and closely following format of *Oral English for Maori Children of the Cook Islands* series, by G.M. Tate. Order of presentation somewhat revised.

—— *Oral English: Intermediate Series*. Wellington: Department of Education, Islands Education Division, 1966–.

Sequel series to G.M. Tate's *Oral English* (see above), following a similar approach and format. Books are basically for the teacher's use, providing detailed lesson plans. First volume contains extensive review, serving as a bridge between the beginning and the intermediate series.

PAKISTANI LANGUAGES

East Pakistan School Text Book Board. *The New Model English Course*. 6 vols. Dacca, 1961–63.

Official beginning course for elementary school classes III-VIII. Material is graded and controlled, and lexical items are limited to afford greater emphasis on practicing structural units. Approach is aural-oral, illustrations and cultural content specifically for East Pakistani children.

——. *Secondary Stage English*. 2 vols. Dacca, 1961–62.

Intermediate level textbooks designed to follow *The New Model English Course*. Contains reading passages describing people, places and incidents of special interest to East Pakistani children, practice in newspaper reading and direction giving, anecdotes, puzzles, etc. Passages are followed by model sentences to practice, varied oral and written exercises, and word studies. Appended list of irregular verbs and supplementary translation exercises in Bengali and Urdu. Accompanied by supplementary readers, *Poems for Young People* and *Children in History*.

Ridout, Ronald and Patricia Clements. *Ahmad and Rehana*. Karachi: Oxford Univ. Press, 1966–.

Series for primary classes I-VI, consisting of Workbooks, Readers and Notes for the Teacher. Based on "the direct structural method." Lessons are outlined in teachers' notes, with emphasis on oral work. Readers follow same syllabus. Workbooks overlap, reinforce, and supplement oral work and Readers, and provide practice in writing and composition. Culturally oriented toward Pakistan.

PERSIAN

Dorry, Gertrude. *Students, Speak English*. 5 vols. Tehran: Iran-Webster, 1959–62.

Continues entry, *RLM:1*, p. 85. A linguistically oriented four-year course for high school students. Based on a contrastive analysis of English and Persian. First volume of series has been revised. Emphasis throughout is on spoken English but material provides for developing reading and writing skills as well, with special exercises for handwriting practice. Beginning volumes contain classroom language games, songs, problems and puzzles. Translation practices and longer reading passages on scientific subjects introduced in later volumes.

Iran-America Society. *A Basic Course in Spoken English*. 6 vols. Tehran, 1962.

Linguistically oriented course for elementary level adult classes. Each volume contains seven or eight units, each based on a conversational dialog of basic sentences to be memorized. These are followed by extensive oral exercises, a short dictation practice, a reading passage paraphrasing the dialog, and multiple-choice comprehension questions. Approach is aural-oral; material is graded and controlled, with emphasis on pattern practice. Cultural content is Persian.

——— . *An Intermediate Course in Spoken English*. 3 vols. Tehran, 1963.

Designed to follow *A Basic Course in Spoken English*. Same format with addition of substitution tables and explanatory grammar notes; model composition in place of dictation practice; and review lessons at end of each volume.

POLISH

Kobylański, Mieczyslaw. *Situational English: Podręcznik frazeologii angielskiej* [Textbook of English Phraseology]. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1965. 275 pp.

A handbook of British and American English idioms. Arranged in sections by topic, each idiomatic expression is glossed in Polish and labeled according to usage (literary, colloquial, familiar, slang). Translation exercises follow each section.

Mickunas, Jan. *My English Book: Podręcznik Języka Angielskiego*. 3 vols. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1965–66.

A beginning series for children. Format consists of model sentences or sometimes reading passages, pronunciation, grammar, and exercise sections. Graded and controlled, the lessons are short, with emphasis on pattern practice. Story continuing through later lessons is based on life of an English family. Directions, explanatory notes, glossaries in Polish.

Reszkiewicz, Alfred. *Correct your English: Artykulacja Głosek Angielskich Wraz z Ćwiczeniami* [Articulation of English Sounds with Exercises]. 3 vols. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1961–63.

For teachers and advanced students. *Volume I* deals with basic features of segmental phonemes, with photographs illustrating manner of articulation. *Volume II* treats stress, rhythm and intonation, citing intonation marking systems of

Armstrong-Ward, Jones, Kingdon, and W.S. Allen. *Volume III* comprises a collection of contrastive pronunciation drills. All explanations in Polish. Pronunciation indicated in Daniel Jones transcription symbols. Appended linguistic bibliographies.

Rutkowska, Wanda and Anna Zawadzka. *When? Where? and How?*. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1966. 111 pp.

Thirty conversational dialogs for older high school students and adults who have had two or more years of English study. Based on situations from the life of an average English family, each dialog is structured to contain the idiomatic expressions most commonly used in the given situation. Relevant notes and glosses are in Polish. Appended oral and written exercises, English-Polish glossary. Educated-colloquial British English.

Smólska, Janina. *Let's Learn English: Podręcznik do nauki języka angielskiego: Kl. XI, Kurs 4-letni.* Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1966. 208 pp.

Continues entry, *RLM:1*, p. 87. Lessons each contain a main reading passage adapted from British and American literary works, as well as biographical notes on the writers. Following are sections on word study providing examples of usage, and grammar notes in Polish; some comprehension questions and numerous sentence completion and transformation type exercises.

——— and Jan Rusiecki. *English for Everyone.* 3 vols. Warsaw: Panstwowe Zakłady Wydawnictw Szkolnych, 1964–66.

Continues entry, *RLM:1*, p. 88. Each lesson unit contains patterns in simple dialogs; a longer dialog about a British family and their friends in England; grammar notes in Polish; pronunciation, rhythm and intonation comments and drills; numerous exercises with emphasis on pattern practice; and silent readings with new vocabulary and notes glossed in Polish. Appended English/Polish list of idioms, general vocabulary and proper names in each volume. Cultural content, pronunciation and usage British.

Szkutnik, Leon Leszek. *100,000 English Dialogues.* Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1966. 151 pp.

A humorously illustrated handbook for adults on intermediate level. Over 100 simple dialog patterns designed to drill structures that occur frequently in educated-colloquial British English conversation. Each pattern includes numbered positions where words or phrases have been omitted. Numbered tables below provide several useful variations for each position. Appended English/Polish glossary and list of proper names, translations of the dialogs, and notes in Polish illustrating oral drill techniques.

PORTUGUESE

Cardoso, Maria Luísa N. and Lia N.R. Correia. *Two Steps to English: Exercícios de Inglês*. 2nd ed. Lisbon: Livraria Didáctica Editora, 1965. 413 pp.

A handbook of grammar exercises for adults on beginning-intermediate level. Covers basic structures and some special patterns. Each exercise, designated according to level of difficulty, begins with examples to show the pattern, concise directions, and occasionally, general remarks concerning the pattern, the latter two in both English and Portuguese. Sentence completion, substitution and transformation type exercises.

Carvalho, Adazir Almeida. *In English, Please*. 3 vols. São Paulo: Companhia Editora Nacional, 1965–67.

A direct method elementary-intermediate course for secondary schools. Material is graded and controlled; new vocabulary is introduced in illustrated context. Lessons contain reading passages in paragraph or dialog form, varied written exercises, and oral drills using substitution tables. New structure points are noted in a colored-in table at the end of the lesson. Cultural content is British and Brazilian.

Fonseca, João. *Spoken English*. 3 vols. São Paulo: Companhia Editora Nacional, 1963–65.

A series of graded beginning texts for children. General format consists of readings or conversations, giving model sentence patterns, followed by varying types of controlled exercises. Orientation is British English. Wide range of cultural content.

Furtado, F. Pinto. *Lições Práticas de Inglês: Novo Método de Auto-aprendizagem da Língua Inglesa*. 5 vols. Lisbon: Livraria Bertrand, n.d.

Self-instructional beginning series. Traditional grammar-translation approach. Illustrated reading passage in each lesson is followed by a vocabulary list transcribed in Portuguese spelling (British pronunciation) and glossed in Portuguese, grammatical notes, and a conversation section consisting of questions and answers based on the reading.

Instituto de Idiomas Yázigi. *Course of Conversational English*. 5 vols. São Paulo: Difusão Nacional do Livro, 1966–67. Records.

Spoken course for adults. Each of the eighteen lessons in first volume, *1st Stage*, begins with two short conversational dialogs, which introduce patterns practiced in the subsequent pattern drill section. A short pronunciation drill section follows. Pronunciation is transcribed in Kenyon and Knott phonetic alphabet. Each of the eighteen lessons in *2nd Stage* begins with a longer dialog, followed by a section each on repetition and substitution, transformation, pronunciation and combination drills. *3rd Stage*, with fifteen lessons, drops pronunciation practice and adds a cultural reading and two short "equivalent dialogues." General approach is linguistic; cultural content is Brazilian. Accompanying teacher's manuals provide explanatory notes on classroom techniques as well as additional drills for each lesson.

RUSSIAN

Anglijskij jazyk na načal'nom ètape [English at the beginning level]. Moscow: Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo, 1963. 157 pp.

Oral method text for children. Contains two parts: vocabulary illustrations for the students and methodology handbook for the teacher. Illustrations present everyday basic vocabulary. Teacher's section includes practice material for the use of the vocabulary, language-teaching games, stories, poems, and sample pronunciation drills.

Bondi, E.A. et al. *Učebnik anglijskogo jazyka dlja studentov večernego otdelenija gumanitarnyx fakul'tetov* [English textbook for students in the evening division of the Humanities Department]. Moscow: Izdatel'stvo Instituta Meždunarodnyx Otnošenij, 1963. 294 pp.

For adults. Presumes some previous knowledge of English. The text is divided into four main parts: an introductory pronunciation section; the main body of the course; grammatical tables; and an alphabetical English/transcription/Russian glossary with parts of speech indicated. British pronunciation and usage. Each of 12 lessons deals with one complete aspect of grammar. The lesson is divided into smaller parts, beginning with a short text followed by brief explanation of grammar and usage and ending with numerous exercises.

Bonk, N.A., G.A. Kotij, N.A. Luk'janova and L.G. Pamuxina. *Učebnik anglijskogo jazyka* [English textbook]. 2 vols. Moscow: Vneštorgizdat, 1963-64.

For adult beginners. Lessons contain reading passages with notes on points of usage, and extensive exercises on grammar, on lexico-grammatical material in the passages, and on content. Vocabulary lists and grammar explanations are collected into separate sections at the end of the lessons. These are followed by tables on verb forms and other items of grammar; topical vocabulary lists; and an alphabetical English/Russian glossary. Russian used throughout for notes, directions, glosses and translation exercises. First book devotes approximately fifty hours to phonetic work and spelling. Second book provides extensive review.

Borisov, Ju.B., S.A. Berlin and G.F. Semerova. *Učebnik anglijskogo jazyka dlja II klassa škol c prepodavaniem rjada predmetov na inostrannom jazyke: Pervyj god obučenija* [English textbook for class II of schools with instruction in a number of subjects in a foreign language]. Moscow: Gosudarstvennoe učebno-pedagogiceskoe izdatel' stvo, 1963. 194 pp.

For children beginning English. Lessons include basic sentences with new patterns or forms in boldface; illustrations for new vocabulary; pronunciation practice; letters and words to copy for writing practice. Grammar notes are collected in a separate section at the end of the lessons. English/transcription/Russian glossary appended.

Ganšina, M.A. and N.M. Vasilevskaja. *English Grammar.* 9th ed rev. Moscow: Higher School Publishing House, 1964. 547 pp.

A comprehensive, linguistically oriented, descriptive grammar for advanced students based on a comparative analysis of Russian and English. Introduction (in Russian) contains short overview of basic characteristics of contemporary English structure. Part I deals with morphology and Part II with syntax. Descriptions of patterns illustrated by example sentences from well-known British and American authors, mostly literary rather than colloquial. Part III consists of a variety of exercises covering the material in first two parts.

Gilijanova, A.G. *Razgovornyj anglijskij jazyk: Putešestvija* (*Posobie dlja studentov pedagogičeskix institutov*) [Conversational English: Travelling (A textbook for students in pedagogical institutions)]. Leningrad: Gosudarstvennoe učebno-pedagogiceskoe izdatel' stvo, 1963. 124 pp.

For advanced adult students, particularly those in pedagogical institutions and faculties of foreign languages. Content is based on various aspects of traveling. Selections from British and American authors, numerous written and oral exercises, and dialogs for conversation practice. English-Russian, Russian-English glossaries and gazetteer appended.

Igošin, E.C. *Pussy and Her Kittens* (*Pussi i ejo kotjata*)*: Posobie dlja vospitatelej detskix sadov* [Text for kindergarten teachers]. Moscow: Izdatel' stvo "Prosveščenie," 1964. 173 pp.

For introductory studies. Text consists of two parts: teacher's guide defining the step-by-step presentation of patterns and stories, and a set of 174 pictures illustrating everyday vocabulary and events that take place in the six stories that make up the course content. First eleven lessons and 59 pictures are introductory; stories begin with picture 60. Guide provides words, phrases and sentences to describe each picture and tell the story.

Kačalova, K.N. *Grammatika anglijskogo jazyka* (*kratkij kurs*) [English grammar (short course)]. 2 vols. Moscow: Vneštorgizdat, 1964.

For students of upper middle school or older, who are studying English in less intensive programs than those of a language faculty. The course is divided into three parts: morphology and syntax; a supplement with work on word formation, tables of verb forms, parts of irregular verbs, glossaries of various groups of words, etc.; and exercises.

Kerlin, A.A., adaptor. *Volšebnaja korzinka: The Magic Basket and Other Stories.* Leningrad: State Text-book Publishing House, 1963. 157 pp.

Twelve stories for reading practice on an intermediate level. Selected phrases and idioms glossed in footnotes. Alphabetical English/transcription (IPA)/ Russian glossary at end. Follows grammatical material introduced in the corresponding textbook. Cultural content general.

Kočanina, V.L. and R.E. Sterinzat. *Slovar' minimum po anglijskomu jazyku dlja srednix spetsial'nyx učebnyx zavednjj* [Minimum English vocabulary for middle special educational institutes]. Moscow: Vyssaja Škola, 1967. 95 pp.

Alphabetical listing of nearly 3000 words and phrases on everyday subjects. Gives pronunciation (IPA transcription) and possible Russian equivalents.

Kovalenko, V.E. *English.* Lvov, Ukraine: Univ. of Lvov, 1964. 318 pp.

Advanced text for university or possibly secondary school level. Lessons in first part contain linguistically oriented pronunciation drills on spelling/sound, stress, rhythm, and pitch patterns; conversations and reading passages followed by structure notes and various types of oral and written exercises. Some expressions glossed in Russian. Second part consists of short reading paragraphs of technical, scientific nature.

Krasinskaja, M.S. *Posobie dlja razvitija navykov ustnoj reči na anglijskom jazyke* [Textbook for practice in spoken English]. Moscow: Gosudarstvennoe izdatel'stvo "vysšaja škola," 1963. 151 pp.

For students in secondary school or college courses. Lessons cover conversational usage for everyday situations: meeting people, school, work, vacations, illness, etc. Study materials in each section include lists of phrases and useful patterns for that subject; dialogs; reading passages with comprehension questions; notes (in Russian) on usage; and other types of exercise activities.

Krutikov, Ju.A., I.S. Kuz'mina and X.V. Rabinovič. *Exercises in Modern English Grammar.* 2nd ed. Moscow: Higher School Publishing House, 1964. 268 pp.

Primarily for students in translation or pedagogy departments of foreign language institutes. First two-thirds of exercises deals with morphology, last third with syntax.

Lapidus, B.A. and M.M. Neusixina. *Učebnik anglijskogo jazyka dlja grupp, rabotajuščix po rasširennoj programme* [English textbook for groups working in a comprehensive program]. Moscow: Izdatel'stvo "vysšaja škola," 1965. 462 pp.

For adults with a reading knowledge of English and an interest in developing oral fluency. Volume divided into three parts: fourteen lessons; lesson-by-lesson vocabulary lists; and teacher's text. Format of lessons is irregular; consists largely of teacher-led exercises of various kinds interspersed with taped drills. Very controlled presentation of pronunciation in early lessons; work advancing more rapidly in later lessons, with increasing emphasis on vocabulary and sentence patterns. British pronunciation. Russian used throughout.

Levickaja, T.R. and A.M. Fiterman. *Teorija i praktika perevoda s anglijskogo jazyka na russkij* [Theory and practice of translating from English to Russian]. Moscow: Izdatel'stvo literatury na inostrannyx jazykax, 1963. 263 pp.

For adult students. The course is divided into theoretical and practical aspects. The theoretical section discusses problems of translation such as exactness, literalness and adequacy of equivalents; the grammatical and lexico-grammatical differences between Russian and English; and stylistics. The practical part consists of varied texts for translation, and commentary.

Markova, M.M. and N.A. Mastalygina. *Moi pervye šagi v anglijskom jazyke: My First Steps in English.* 2nd ed. Moscow: State Text-book Publishing House, 1963. 60 pp.

A supplementary reader for use in primary school. Consists of short passages with some new vocabulary items glossed in Russian. Except for a few imperatives, completely in simple present tense. Good illustrations.

Vesnik, D.C. and S.S. Khidekel. *Sbornik upražnenij po slovoobrazovaniyu sovremennogo anglijskogo jazyka* (*Exercises in contemporary English word-building*). Moscow: Meždunarodnye Otnošeniya, 1964. 117 pp.

Covers suffixes, prefixes, conversion and composition. Largely consists of exercises, based on reference material at back of book.

Vojtenok, V.M. and A.M. Vojtenko. *Razgovornyj anglijskij jazyk: Posobie dlja učitelej* [Conversational English: Text for teachers]. 2nd ed. Moscow: Gosudarstvennoe učebnopedagogičeskoe izdatel'stvo, 1963. 423 pp.

A handbook of British colloquial and literary expressions and sentence patterns, glossed in Russian. Covers a great variety of social situations and aspects of British culture. "Supplement" section consists of explanatory reading passages and conversational dialogs treating the same topics.

SERBO-CROATIAN

Angeli-Radovani, A., A. Duić, M. Škalko-Dubravčić, et al. *Engelski Jezik*. 4 vols. Zagreb: Centar z Učenje Stranih Jezika, 1965–67.

A four-level course for students of the Center for the Teaching of Foreign Languages in Zagreb. British English, with Daniel Jones transcription for pronunciation practice and glossary. Somewhat graded but moves very rapidly to a quite advanced level. Lessons open with a dialog or reading passage, followed by pronunciation drill; grammar explanation; exercises, including comprehension questions; and a dictation. Word and idiom study is added after the first volume.

Bogichevich, Anka and Jelitsa Markovich. *Textbook of the English Language*. 4 vols. Belgrade: Textbook Publishing House of the People's Republic of Serbia, 1962–63.

Texts for the first to fourth classes of gymnasium in Yugoslavia. The first volume, on intermediate level, contains a variety of readings, dialogs, songs, comment on idioms, and exercises. Other volumes follow same format, with reading selections from and about British, American and Yugoslav writers. Approach is traditional.

Institute for Foreign Languages. *Početni Tečaj Engleskog Jezika* [First Course in English]. Belgrade, 1965. 247 pp.

University level text assuming some knowledge of English. Twenty-seven lessons, each containing reading section in prose and/or dialog form; vocabulary glossed in Serbo-Croatian, with Daniel Jones transcription; and grammar section of model sentences with special structure points underlined. First part consists of a concise presentation of the English phonetic system, with exercises for laboratory practice. English/Serbo-Croatian glossary.

Janjić-Dokić, Danka. *Engleski: Kratak Kurs* [English: Short Course]. Belgrade: Kolarčev Narodni Univerzitet, 1964. xv, 357 pp.

Beginning text for adults. Fifty lessons. Basic grammar structures and lexical items are introduced in isolated sentences in first lessons, in conversational dialog form in later lessons. Structures are graded, with explanatory notes in Serbo-Croatian. Variety of exercises, with Daniel Jones transcription to indicate pronunciation. English/Serbo-Croatian glossary.

———. *Engleski kroz razgovor* [English through Conversation]. Belgrade: Kolarčev Narodni Univerzitet, 1963. viii, 195 pp.

Advanced level text for adults. Each of the twenty-five lessons begins with a dialog, followed by vocabulary glossed in Serbo-Croatian, comments on usage and structure points in dialog, and exercises. Dialog story follows young Yugoslavian girl's stay in England, provides background in British colloquial usages, cultural points of interest. Appended key to translation exercises and glossary in English/Serbo-Croatian.

———. *Engleski: Priručnik za Usluge u Turizmu.* [English: A Handbook for Use in Tourism.] Belgrade: Kolarčev Narodni Univerzitet, 1964. 62 pp. Tapes.

Twenty-five dialogs covering such topics as reception at a hotel desk, inquiring for visas and hotel bills, shopping, and other situations involving tourists. Vocabulary is glossed in Serbo-Croatian with Daniel Jones transcription indicating pronunciation.

Jovič, Čedomir. *Learn to Speak English by Playing.* 2 vols. Belgrade: Zavod za Izdavanje Udžbenika Socijalističke Republike Srbije, 1963–64.

For children at beginning level. Colorful illustrations accompany vocabulary items presented in basic sentence patterns. Early lessons in *First Book* introduce word recognition, numbers, and colors; later lessons consist of illustrated vocabulary and reading passages describing the family and the home. *Second Book* presents English alphabet and phonetic alphabet, and further reading passages. English/Serbo-Croatian glossary with pronunciation indicated in Daniel Jones transcription in both volumes.

Marković, Jelica V. *Engleski Jezik: Za Studente Electrotehničkog Fakulteta.* [English: for Students of the Electrotechnical Faculty.] Belgrade: Textbook Publishing House of the Socialist Republic of Serbia, 1965. 124 pp.

Intermediate-advanced technical English. Lessons contain reading passages dealing with such topics as engineering, mathematics, weights and measures, and electricity. Readings are followed by puzzles and riddles, word study, comprehension questions and other exercises, principally of the vocabulary-building types. Special attention given to differences in American and British terminology. Appended English/Serbo-Croatian glossary indicates pronunciation in Daniel Jones transcription.

Mihailović, Ljiljana and Slavna Babić. *Engleski* [English]. 4 vols. Belgrade: Kolarčev Narodni Univerzitet, 1963.

A graded four-semester beginning course for university-level students. General lesson format consists of basic sentences presented in reading or dialog passages, followed by a vocabulary list and grammar section with glosses and explanatory notes in Serbo-Croatian; sentence pattern frames; and exercises which include transformation drills, comprehension questions, translation, and pronunciation drills. Cultural orientation is British.

Petković, Desanka. *Engleski Jezik* [English]. Rev. ed. 5 vols. Belgrade: Textbook Publishing House of the Socialist Republic of Serbia, 1962–64.

Direct-method course for elementary schools. Lessons in first volume (for Class V) include aural-oral introduction of vocabulary and patterns through pictures; short reading and conversation passages; nursery rhymes; question and answer exercises; and short illustrated pieces for handwriting practice. Following volumes (for Classes VI-VIII) each cover a year's work and provide a variety of oral and written exercises. Material is graded progressively. Each book contains an English/Serbo-Croatian vocabulary list with Daniel Jones transcription to indicate pronunciation. Cultural background is Yugoslavian/British.

SLOVAK

Horányi, Károly. *Anglictina pre Najmenších 1.* Bratislava: Slovenské Pedagogické Nakladatelstvo, 1967. 143 pp.

For young children. Using direct method, course aims to develop oral fluency. Lessons contain text material based on illustrations; phonetic drill; grammar; and exercises on vocabulary and structure, all colorfully illustrated. Graded and controlled. All in English.

SLOVENE

Pestotnik, Sonja. *Angleška Vadnica: Za VI. Razred Osnovne Škole* [English Text: For Class VI, Elementary School]. Ljubljana, Yugoslavia: Mladinska Knjiga, 1965. 143 pp.

For the second year of English instruction in elementary school. Lessons consist of illustrated reading passages introducing new vocabulary and patterns; comprehension questions based on the readings and illustrations; oral and written exercises; and substitution tables, providing for reinforcement and cumulative practice. Vocabulary is limited. Lesson vocabulary lists are glossed in Slovene in the appendix, with IPA transcriptions to indicate pronunciation (British).

SPANISH

California, Imperial County Schools. *Teaching English as a Second Language to Pupils of Foreign Born, Mexican Heritage.* 2 vols. El Centro, Calif., 1963–65.

Lesson plans for a pilot project providing two years of English as a second language preliminary to the regular English course. Lists vocabulary, gives suggestions for drills on structural patterns, and suggestions for review.

California, Calexico School District. *Operation Head Start Project 0162: Course of Study—English as a Second Language.* El Centro, Calif.: n.d. (Each section paginated separately.)

Lesson plans for a six-week Head Start program. Plans are designed to help children understand the community and include basic patterns, drill suggestions, and vocabulary based on field trips.

Candlin, E. Frank. *Present Day English for Latin American Students.* 3 vols. London: Univ. of London Press, 1966.

Students' books of *Present Day English for Foreign Students* (see p. 4) have been adapted for Latin America. Language has been modified somewhat, Spanish translations appear in the word lists at the back of each book, and phonetic transcriptions have been revised. Teacher's books of original course can be used.

Clarey, M. Elizabeth and Robert J. Dixson. *Curso Práctico de Pronunciación del Inglés*. New York: Regents, 1967. 142 pp.

Adapted for Spanish speakers from *Pronunciation Exercises in English* (see p. 17). Each lesson is based on a single sound, beginning with consonants, then vowels and diphthongs. Each lesson provides several words using the sound, then minimal pairs comparing the sound with a similar sound. Further sections deal with the word in phrases and sentences to give practice in stress and intonation. IPA transcription.

Dixson, Robert J. and Julio I. Andújar. *Resumen Práctico de la Gramática Inglesa*. New York: Regents, 1967. 96 pp.

Deals with the parts of speech, describing form and meaning, giving examples of usage and all possible forms, and providing the Spanish equivalents. Appended are sample conjugations and list of irregular verb forms.

Garcia, Rosa Alatorre and Elena Jimenez Gutierrez. *Estudiemos Inglés*. 2nd ed. Mexico City: Sainz, 1967. 133 pp.

Course for use in general and technical secondary schools. Traditional approach; relies extensively on translation, although some pattern practice is provided. Lessons are based on readings. Conversation practice consists of questions and answers on the readings.

Garduño, María Luisa and Carmen Ochos Fernández. *Inglés Objectivo*. 6 vols. Mexico City: Porrúa, 1966–67. Records.

Course for secondary schools, consisting of three textbooks, three workbooks and six phonograph records. Follows audio-lingual method, emphasizing oral practice. Lessons are based on readings, followed by study of new vocabulary, grammar drills and conversation practice. Games, songs, crossword puzzles and other activities are interspersed. New forms and words usually illustrated. Workbooks provide opportunity for written practice.

Instituto Lingüístico Colombo-Americano. *Guía Para la Ensenañza del Inglés en las Escuelas de Nivel Medio*. [Bogota]: Ministerio de Educación Nacional, [1964–]. Records.

First two of a proposed six-volume series for secondary schools in Colombia. Each volume provides graded and controlled material for one year's work, with step-by-step instructions for presenting it. Aural-oral in approach, emphasis is on developing spoken skill. A *Workbook* accompanies each *Guide*.

Instituto Mexicano Norteamericano de Relaciones Culturales. *Preparatory Course in American English*. 2 vols. Mexico City, 1963–64.

Pre-reading instruction in the sound system of English designed to precede the *American English Course* (see entry *RLM: 1*, p. 102). Works within a limited vocabulary and a few basic structures, including greetings, simple question and answer forms, and numbers. Whole course to be presented and practiced orally before students are given their texts. *Student's Text* includes presentation material and exercises, vowel and consonant charts, pronunciation diagram. *Teacher's Text* contains additional explanatory notes on English phonology, suggestions for teaching each lesson.

Lancaster, Louise. *Introducing English: An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils.* Boston: Houghton Mifflin, 1966. xiv, 294 pp. Picture cards; stencils.

Twenty-eight graded and controlled lessons, using the audio-lingual method, to prepare Spanish-speaking four- to six-year-olds for a regular pre-reading program. Introduction describes philosophy and techniques of the method, contains contrasting structure patterns with predicted errors, teaching tips, and suggestions for the first few days of class. Lessons are notes to the teacher (there is no students' book) on procedures for preparing and developing the lessons, practicing the language patterns and providing for differences among fast, average and slow groups of students. Indexed Picture Cards and Duplicating Masters included.

Madrigal, Margarita and Ursula Meyer. *Invitación al Inglés.* 2 vols. New York: Latin American Inst. Press, 1965. Records.

An introductory course for high school students or adults based on a contrastive analysis of English and Spanish, especially in the area of vocabulary. Eclectic in approach, the materials as often as possible use high frequency English cognates of Spanish words for vocabulary, leaving the students free to concentrate on the basic sentence patterns presented in the controlled question-answer dialogs. Lessons consist of these dialogs preceded by vocabulary and phrase lists, and followed by a short reading section, a section on grammar, and exercises, including practice on intonation and word formation. Introduction, directions, and glosses in Spanish, English/Spanish glossary appended.

Miquel, Lydia and Augusto Manríquez. *English Through Practice.* 6 vols. Santiago, Chile: Editorial Universitaria, 1964–66. Wall charts.

A six-year course for secondary schools in Chile. Linguistically oriented; graded and controlled. Format of first three books consists of illustrated presentation of vocabulary and structures, with model sentences marked for intonation; a grammar section with explanatory notes in Spanish, examples and numerous oral exercises; a section each of written exercises and pronunciation; and a reading section integrating points of vocabulary and grammar of the lesson. Accompanying *Teacher's Handbook* explains (in English) purpose and methodology involved, provides detailed teaching suggestions. Lessons in later books follow somewhat simpler format, with greater emphasis on grammar and reading. Each volume in series includes vocabulary glossed in Spanish.

Palmer, H.E. *Curso Internacional de Inglés.* (Language and Language Learning Series.) London: Oxford Univ. Press, 1965. ix, 244 pp.

First published in 1944 (*The International Course of English*, in bilingual editions for Spanish, French, Italian, Dutch, Czech, and Polish students), this edition has been adapted and translated for Spanish speakers by J.V. Barragán. Introduction explains the plan of the course, special areas of ease and difficulty in English, and the (British) English sound system with groups of minimal pairs for pronunciation drills (IPA transcription). Each of the 37 lessons begins with selected structure point(s) and examples, vocabulary list, substitution tables, and practice exercises followed by free translations. All explanations and glosses in Spanish.

Ross, Patricia Fent. *Advanced English Study*. 4 vols. Mexico City: Instituto Mexicano-Norteamericano de Relaciones Culturales, 1962.

Designed to follow the *American English Course* (see entry, *RLM:1*, p. 102). Each volume contains twenty chapters which are alternately reading selections from modern, predominately American literature, and linguistically-oriented structure studies; a reference list of parts of speech; and appended lists of derivational affixes, common two-word and three-word verbs, and definitions of literary and speech terms. *Teacher's Handbook* available.

Schiffrin, R.S. de, B.A. Uteda and E.J. Golstein. *English: My Second Language*. Buenos Aires: Editorial Crespillo, 1964. xx, 297 pp.

A beginning text for adult students in Argentina. Follows structural approach. Contains 73 units and eight review lessons, covering the subjects in the official syllabus. Each unit is based on several structure points presented in basic sentence or short dialog form. Following each structure point are pronunciation and intonation drills and exercises. New vocabulary is noted in a column in the margin, with pronunciation indicated in IPA transcription. English/Spanish glossary appended. Teacher's guide in separate booklet.

Tanaka, Jon. F. and Luis Angel Baéna Z., eds. *American English for Spanish Speakers: Book I*. Prelim. ed. Cali, Colombia: Universidad del Valle, 1966. xvi, 509 pp.

A linguistically oriented elementary course for first year university students with some previous contact with English. Lessons begin with short situational dialog, followed by several structure points in frames, each accompanied by extensive drills; a special dictation drill; a reading selection; and a section of more detailed grammar notes (in English) on the patterns in that unit. Structural material is graded; vocabulary is not. Approach is aural-oral, emphasizing pattern practice and development of oral skill. Based on comparative analysis of English and Spanish.

Teaching Machines Inc.—Grolier. *Inglés para Personas de Habla Española* (*English for Spanish Speaking People*). 4 vols. New York, 1965. Records.

A programmed course for Spanish speakers at 7th grade reading level, in the form of a self-instructional text, accompanied by records. Cultural content is American; linguistically based material provides vocabulary and patterns for everyday situations. Accompanying *Conversation Manual* provides text of the records: groups of mixed sentences, plus three dialogs for repetition. *Student Supplement* contains pre- and post-tests, exercises and alphabetical word list. *Instructor Supplement* contains answers to tests and exercises, plus notes on the methodology of the course.

SWEDISH

Allwood, Martin S. ***Engelska Vokabler Och Idiom: Med Viktagare Amerikanska Varianter.*** [An English Vocabulary of Idioms: With the More Important American Variations.] Stockholm: Bokförlaget Liber Stockholm, 1964. 168 pp.

An English-Swedish vocabulary handbook for advanced students. Catagories cover such areas as family, body, dress, money, religion, transportation, sports, forms of address, geographical names, abbreviations, and loan words. Final section includes short paragraphs in Swedish with suggested English translations. Notes distinctions between British and American usage.

Ashton, John R. and Yngve Olsson. ***Hands Up!*** 9 vols. Lund: Gleerup, 1962–64. Tapes; picture cards.

Continues entry, *RLM:1*, p. 108. The two new textbooks contain dialogs, readings, songs and games, introducing vocabulary through pictures. The two workbooks teach patterns by means of frames, example sentences and exercises. Instructions and commentary in the workbooks are largely in Swedish. Teacher's Manuals 5 and 6 also available.

Hensjö, Per-Olof and Dennis Gotobed. ***Time for English.*** 2 vols. Stockholm: Sveriges Radio, 1964.

First two books in a beginning course for Swedish children in the fifth and sixth grades. Each lesson deals with a specific grammar point, introduced initially in graded sentence form, later in reading passage or dialog form. Followed by pattern practice and writing exercises. Grammatical and phonological explanations are in Swedish. English-Swedish vocabulary with Daniel Jones transcription. Cultural background primarily British.

THAI

Brown, J. Marvin. ***AUA Language Center English Course.*** 3 vols. Bangkok: The American University Alumni Association Language Center, 1965–66.

Linguistically oriented. Emphasis in Book 1 is on pronunciation. Based on contrastive analysis of English and Thai, lesson content is programmed to obviate pronunciation errors in English due to interference from Thai. Pronunciation practice continues in Books 2 and 3, but emphasis shifts to grammar. All dialog patterns glossed in Thai.

Candlin, E. Frank. ***Present Day English for Thai Students.*** 3 vols. London: Univ. of London Press, 1966–67.

Students' books of ***Present Day English for Foreign Students*** (see p. 4) have been adapted for students of English in Thailand. Includes preface in Thai and Thai equivalents for words and idioms listed at the end of each book. Can be used with teachers' books of original course.

TURKISH

Georgetown English Language Program. ***English-Speaking Friends.*** 12 vols. Ankara, 1965.

Linguistically oriented six-year audiolingual course for junior and senior high schools. Lessons are based on a dialog or reading passage, introducing new material. Comprehension questions, a list of new vocabulary with transcription and glosses in Turkish, word study and vocabulary building, pronunciation practice and structure exercises make up the rest of the lesson. Graded and controlled, aimed at problems of Turkish speakers learning English. Teacher's manuals accompanying each text give general introduction to audio-lingual method, and lesson-by-lesson notes on use of text, comments on predictable problems, and answers to some exercises.

——— . *An Intensive English Course for Turks*. Ankara, 1965–67.

A 100-unit integrated course for adult beginners, based on contrastive analyses of English and Turkish. Each unit contains sections on pronunciation, vocabulary, grammar, "combined studies" (integrated pattern practice), and laboratory work. "Special Activities" section (cultural notes, morphology, spelling, etc.) and Reader added in later units. The lessons are carefully graded and controlled. Approach is aural-oral but "spelling recognition" exercises are introduced almost at once as an early form of reading, and controlled writing practice shortly thereafter. Review lessons every tenth unit. Accompanying Teacher's Manual. All in English.

——— . *Speaking English in Turkey*. 4 vols. Ankara, 1966.

Three year audiolingual course for senior high schools. Linguistically oriented, graded and controlled, course is based on a comparison of English and Turkish. Lessons follow format similar to *English-Speaking Friends* (see above), covering more or less same material in concentrated form for students studying English as their second foreign language. A single teacher's manual accompanies the series, providing detailed notes on the teaching of each lesson, answers to some exercises.

Wise, Sheldon, ed. *Spoken English for Turks*. 3rd rev. ed. 12 vols. Istanbul: Robert College, 1965–66.

An intensive course for adult beginners based on Robert B. Lees' *Konuşulan İngilizce*. Oral approach; graded material. Emphasis on establishing correct pronunciation habits and basic sentence patterns. Detailed grammatical explanations in Turkish and English are designed for home study. Accompanying *Teachers' Guide* and *Glossary* of vocabulary and technical terminology.

SPECIALIZED FIELDS

Bellini, Maria Luigia and Edda Franchi. *English and American People and Their Activities: Farming, Building*. (Antologia di Letture Inglesi per gli Instituti Tecnici per Geometri e Instituti Tecnici Agrari.) Bologna: Zanichelli, 1963. xiv, 331 pp.

A reader for Italian technical institutes. Selections on British and American culture, modern agriculture, and civil engineering, each followed by questions to test comprehension. Italian glosses and occasional IPA transcription in footnotes.

Brookes, H.F. and H. Ross. *English as a Foreign Language for Science Students.* 4 vols. London: Heinemann, 1967. Tapes.

Two-volume course for secondary school student and adult beginners. Introduces basic grammatical structures and usage of everyday spoken English through short dialogs and simple reading passages on scientific subjects. These are followed by grammar and phonetic drills (IPA transcription), vocabulary study and graded dictation exercises. Covers a variety of scientific subjects, including geometry, chemistry, drafting, meteorology, mechanical engineering, electronics, nuclear physics, etc. *Teachers' Handbooks* for each volume provide notes on teaching, supplementary structures and exercises, key to exercises and guidance on use of tapes.

Bubeníková, Libuše, Libuše Dušková and Jan Caha. *Angličtina pro vědecké a odborné pracovníky: Základní kurs* [English for scientific and specialized workers: fundamental course]. Prague: Nakladatelství Česko-slovenské Akademie Věd, 1964. 317 pp.

Twenty-five lessons for adults seeking a reading mastery of scientific and specialized English. For beginners, but material included for more advanced students. Lessons consist of a reading on one of a great variety of subjects; notes on the text; a vocabulary list with pronunciation indicated (British, modified IPA transcription) and glosses in Czech; pronunciation and grammar sections (comments in Czech); and extensive exercises. Introduction to history of the English language, and Czech/English, English/Czech glossaries included. Considerable attention given to pronunciation, especially oral spelling.

Central Institute of English, Hyderabad. *A Preparatory General English Course for Colleges.* 2 vols. Bombay: Orient Longmans, 1963.

An advanced level course designed to prepare Indian university students for following lectures and reading scientific texts in English. In *Physical Sciences*, Part I consists of 20 readings on such varied topics as the language of science; pressure; gravity; solids, liquids and gases; scientific method; and terrestrial concepts. Word-study and comprehension exercises follow the readings. Part II deals with structures frequently used in college textbooks, and exercises on these structures. Part III contains indexed vocabulary listing for both *Physical Sciences* and its companion text *Social Sciences*, glossed in English with pronunciation indicated in IPA transcription. Includes additional indexed glossary of physical science terms. *Social Sciences* follows same format. Readings on topics such as trade, economics, money, feudalism, man, and warfare.

Close, R.A., compiler. *The English We Use for Science: A Selection of Texts, with Exercises for Language Practice.* London: Longmans, 1965. xi, 212 pp.

Designed to provide students of science with a working knowledge of English up to and beyond the level required for Science Texts paper of the Cambridge Certificate of Proficiency in English examination. Emphasis is on understanding the type of vocabulary, grammar, syntax and idiomatic devices employed in scientific writing. Excerpts are unabridged.

Costinett, Sandra. *American English for International Businessmen*. Washington, D.C.: Institute of Modern Languages, 1967. xxix, discontinuous pagination. Records.

High intermediate or advanced level conversational course on a variety of aspects of commerce and industry. Each unit contains a dialog, questions for discussion and a reading passage on the same subject. Dialog section consists of four four- or five-utterance interchanges between two persons. After the basic dialog is started, three alternatives are given for each of its utterances, relevant parts bracketed to show substitutable phrases, providing a variety of choices in free conversation.

Croft, Kenneth and Billye Walker Brown, eds. *Science Readings For Students of English as a Second Language: With Exercises for Vocabulary Development*. Washington, D.C.: Educational Services, 1966. vii, 184 pp.

Twenty-five adapted selections dealing with science education, biology, chemistry, earth sciences, engineering, mathematics, medicine, meteorology, oceanography, physics, and space exploration. Comprehension and word study exercises follow the passages. English/English footnote definitions re-listed alphabetically in glossary. For students on intermediate level.

Draps, J. and W. Rath. *Everyday and Commercial English*. Paris: Didier, 1961. 313 pp.

For French-speaking students on intermediate-advanced level. Reading passages in beginning chapters of first part take a young Englishman through the steps involved in applying for a job and moving to London. Includes chapters on measures, weights and currencies, banks, department and chain stores, advertising, and insurance. Grammatical explanations and vocabulary glosses in French. Second part covers letter forms appropriate to a wide variety of business transactions. Third part consists of geographical introductions to the British Commonwealth of Nations and the United States of America. Each reading passage is followed by vocabulary list glossed in French, and traditional exercises.

English Language Series for Navy Programs. 8 vols. Washington, D.C.: English Language Services, 1963. Tapes.

For students who will enter U.S. Navy schools and courses. First four student books introduce Navy terms and expressions and deal with subject of U.S. Navy practices. Last two student books deal with different aspects of American culture. Approach is aural-oral; material and drills strictly graded and controlled. Designed for an intensive program; aims at a working mastery of 4500 words and phrases. Accompanied by *Student Workbook*, *Instructor's Manual*, and two achievement tests.

English Language Services. *Special English Series.* 14 vols. New York: Collier-Macmillan, 1966. Tapes.

Designed to familiarize the student with the idioms and technical terminology belonging to certain special fields. Presumes a high-intermediate or advanced level. Lessons contain a dialog, terminology practice with example sentences, and short "check-up" exercises (answers included at the end of the book). Numerous illustrations, English/English glossary. Subjects include ***Aviation*** (3 vols.), ***Banking, Medicine*** (3 vols.), ***International Trade, Engineering*** (2 vols.), ***Agriculture*** (2 vols.) and ***Journalism*** (2 vols.).

——— . *Studies in English for Police Officers.* 3 vols. Baghdad: American Language Institute, 1957.

Designed for Iraqi Arabic speakers in either intensive or three-hour-a-week courses. Each unit in ***Book 1*** is divided into the following: "Basic Sentences," "Questions and Answers," "Vocabulary Building," "Structure and Drills," and "Review Lesson." Content material is general. ***Book 2*** emphasizes oral and written drills; deals with police activities and terminology. ***Book 3*** deals with problems and projects of special interest to members of the Police Force in Iraq, uses professional, highly technical terminology. General approach is linguistic; emphasis is on mastery of basic structural features of English. All in English.

English Studies Series. 6 vols. London: Oxford Univ. Press, 1966-67.

Unsimplified reading passages from textbooks, journals, etc., on a variety of specialized subjects, including history, sociology, politics, economics and law; anthropology, psychology, education, language and philosophy; physics, mathematics, biology and applied science; liberal studies; and military science. For each text detailed notes are provided on grammatical structure and vocabulary, followed by exercises for practice in comprehension and commonly occurring structure and vocabulary. Key to exercises at back of most volumes. ***Book 3b*** contains key to exercises in ***Book 3*** as well as a Collocational and Pronouncing Vocabulary.

Finocchiaro, Mary and Harold J. McNally. *Educator's Vocabulary Handbook: For Administrators, Supervisors, Teachers, Students, and Others Learning and Using English as a Foreign Language.* New York: American Book, 1965. xii, 162 pp.

A selection of approximately 500 terms used in various levels and areas of American education. Each unit contains a list of vocabulary items, with pronunciation and definitions indicated. Exercises for practice of the terms, a short reading passage on education with comprehension exercises, dialog practice, and other useful expressions complete each unit. Very advanced level of English is used throughout.

Hall, Eugene, Sandra Costinett and Gordon R. Ross. *Pre-Technical Course in English.* 7 vols. Experimental ed. Washington, D.C.: Institute of Modern Languages, 1966.

A 225-unit course in spoken English for Arabic-speaking technicians. Linguistically oriented, graded and controlled, and based on contrastive analyses. Lessons consist generally of basic sentences for repetition, pronunciation practice, dialogs, reading passages, and various exercises. Review lessons occur frequently, with review and reinforcement built into all the lessons. Arabic is used extensively for glossing and grammar notes in first four volumes. Content emphasizes technical vocabulary and usage, while including general and some scientific usage.

Herbert, A.J. *The Structure of Technical English.* London: Longmans, 1965. xii, 208 pp.

Designed for advanced level engineers or engineering students. Concentrates on semi-technical and semi-scientific vocabulary, because of varying usages, often more difficult than strictly technical and scientific words which can be found in special dictionaries. Also deals with non-scientific verbs, adjectives and adverbs used in scientific phraseology, and the more complex structure of the technical statement. Text consists of 28 reading passages covering a variety of technical subjects. Each passage is followed by a graphic illustration, word study sections, and pattern practice section with numerous substitution tables and exercises. Includes key to exercises and index of words.

Hoffmann, Hans G. and Anthony P.R. Howatt. *Einführung in das Technische Englisch; Ein Lehr-, Übungs-, und Nachschlagewerk für Anfänger.* 2nd ed. Munich: Hueber, 1965. 224 pp.

An intensive vocabulary-building reading and grammar workbook for German-speaking engineers and other technicians. Begins with basic sentence structures, advances rapidly. Lessons consist of short reading texts with a technical vocabulary, grammar sections with illustrative structural frames, and word-building sections. Numerous oral and written exercises. Appended lesson vocabulary lists and words from word-building lists transcribed (Daniel Jones transcription) and glossed in German. Approximately 1500-word vocabulary, exclusive of the extensive word-building lists.

Howatt, Anthony, John Webb and Michael Knight. *A Modern Course in Business English.* 4 vols. London: Oxford Univ. Press, 1967.

Volumes include *1: Class Texts,* with ten readings and dialogs on various aspects of a Swedish businessman's trip to London, exercises and vocabulary study. *2: Reading Texts,* with ten readings on the trip using more difficult vocabulary, exercises on comprehension and vocabulary, and keys to the exercises. *3: Programmed Units,* nine units on grammar, introduced in a reading, described in short notes, and reinforced through programmed frames, answers included. Pre- and post-tests provided. *4: Language Laboratory Book,* eight lessons with grammar drills, a dialog, a reading text, and listening practice. Book provides texts of dialog and reading, but only examples for drills. For adults at intermediate level.

Kurzweil, Phil. Z.E. and J.S. Steinberg. *English for Science and Engineering Students.* (Englisches Lesebuch aus Naturwissenschaft und Technik.) Essen: W. Girardet, 1963. 234 pp.

Passages for training advanced students in the reading of scientific and semi-scientific texts. Includes both basic materials and controversial modern theories. Language notes and exercises and topics for oral and written composition follow each lesson.

Massé, E.L. *Método Massé: Curso Práctico de Inglés Comercial.* 2 vols. Barcelona: Editorial Massé, 1964. 198 pp.

An advanced level handbook of commercial English for Spanish adults. Short reading passages provide a comprehensive background of British business and commerce; a wide variety of model letters illustrate form and style. Questions for discussion, occasional grammar notes, and grammar exercises follow readings and letters. Introduction deals with letter form; appended sections include letters in Spanish for translation; English commercial documents; English/Spanish vocabulary and numerous useful notes. Traditional grammar-translation approach.

Meier-Abegg, Hilde. *Auf Englisch Verkaufen: Fünfzehn Muster-Verkaufs-gespräche für die Gebräuchlichen Redewendungen, dazu Vokabulare für 26 Branchen.* Zurich: Verlag Organizator, 1961. 196 pp.

Fifteen conversational dialogs, accompanied by 24 selected topical vocabulary lists glossed in German, covering a variety of shopping situations. Dialogs are based on an English family's shopping tour of Europe; contain commonly used sentence patterns and expressions in cultivated-colloquial British English. Includes tables of English values, measures and sizes, and English and American money. For intermediate-advanced students.

Moore, Joanna. *A Guide to Good Letter-Writing for Malayan Students.* 2nd ed. rev. London: Harrap, 1964. 47 pp.

Forms of address, form and content for private and business letters of several types. Explains customs and rules governing letter writing. Suggests topics for student letters.

Novoselova, I.Z., S.N. Reznik and Y.M. Zhilinskii. *Primenenie elektro-energii v sel'skom xozjajstve: Kniga dlja čtenija na anglijskom jazyke* [The application of electro-energy in agriculture: A reader in English]. Moscow: "Higher School" Pub. House, 1963. 106 pp.

For second or third-year students in the departments of electrification of agricultural colleges and academies. Excerpts taken from monographs, textbooks and reference works of American and a few British authors exemplify the lexical and grammatical style of this level of technical writing. Texts are grouped by subject into two parts, each part followed by comprehension questions. No vocabulary study, but a short English/Russian glossary of terminology and a list of phrases with their Russian equivalents are appended. A section of grammar notes includes suggestions for translating scientific-technical texts.

Pavlova, Z.S. and Y.E. Tupikova. *Sbornik obščenaučnyk i texničeskix tekstov na anglijskom jazyke: Dlja studentov III kursa zaočnyx vuzov* [A collection of general scientific and technical texts in English: For students of the III course of correspondence colleges]. Moscow: "Higher School" Pub. House, 1964.

Eight chapters on various topics of chemistry, physics, radio-activity, mechanics, heat, etc. Each chapter opens with a section of pattern "rules" for pronunciation and word stress, verb forms, etc., and a section of exercises on pronunciation, vocabulary and grammar. Texts are excerpted from original American, British and Russian works. Further exercises follow, including comprehension questions as well as vocabulary and grammar problems. Short English/Russian glossary.

Pittman, G.A. *Clerical English.* 2 vols. Melbourne: Oxford Univ. Press, 1964-65.

For advanced students. *Book 1: Preparatory* deals with the work of a junior clerk; *Book 2: Advanced,* contains additional vocabulary, dealing with advanced clerical work and with general knowledge on business and administrative practice. Each volume consists of a series of lessons, each based on a given situation and including the following sections: graded sentences used in the given situation, classroom activities based on the situation, explanatory reading passages, and a variety of written exercises.

Price, R.F. *A Reference Book of English Words and Phrases for Foreign Science Students.* Oxford: Pergamon, 1966. xi, 190 pp.

Designed to teach the non-technical English words and phrases used in natural sciences courses on secondary school and first-year university level. Arranged in sections according to subject matter, e.g. "Qualities of Things: Shape, Composition, Texture, Colour, Taste and Smell," "Relations: . . .", "Actions: . . .", etc. Each section is preceded by lists of words commonly used in discussing that topic. Line drawings illustrate the objects or concepts, with model sentences to show the use of the vocabulary. Quite advanced level vocabulary. Alphabetical word index with IPA transcriptions (British pronunciation).

Pryse, B. Elizabeth. *Commercial English and Office Practice.* Lagos: African Universities Press, 1965. 95 pp.

An outline of the work and staff structure of business offices and of the language used in commerce. Lessons begin with readings, followed by comprehension questions and vocabulary study, or in alternate lessons, questions on office procedure. Advanced level.

Sarma, G.V.L.N. *English for Engineering Students.* New York: Asia Pub. House, 1964. vii, 235 pp.

A handbook for advanced Indian students. Includes chapters on vocabulary-building; spelling; punctuation; grammar; choice of words, word order, sentence structure; summarizing and paraphrasing; and paragraph, letter, essay and report writing. Appendix provides brief notes on pronunciation, stress, intonation, and other features presenting problems to speakers of Indian languages.

Smirnova, E.S., ed. *Sbornik tekstov na anglijskom jazyke: Geografija, geologija, kristallografija* [A collection of texts in English: Geography, geology and crystallography]. Moscow: "Nauka" Pub. House, 1964. 192 pp.

Advanced level reader with selections taken from American and British technological publications. Work on each topic is divided into four parts: three sections of texts increasingly difficult in vocabulary and structure, and a section of grammar exercises. First two sections of text provide vocabulary lists showing new words and parts of speech. English-Russian glossary.

Spazhev, Y.A., A.A. Filippov and E.A. Yurev. *Kurs voennogo perevoda: Anglijskij jazyk* [A course of military translation: English]. 2 vols. Moscow: Military Pub. House, 1963-64.

A course in U.S. and British military terminology and usage. Each volume is divided into chapters on specific subjects containing several lessons for classroom work. Lessons consist of a text in English, a supplementary text in Russian, several types of vocabulary lists, and a section of commentary on usage. Exercises follow. English/Russian and Russian/English glossaries plus a glossary of abbreviations included in each volume. Part I also has a separate supplement giving charts on military organization, and illustrations of uniforms, insignia, decorations, and the parts of a tank, a plane and a ship.

Sršeń, Alfréd. *English Conversation for Foreign Trade.* Bratislava: Rektorát Vysokej školy ekonomickej v Bratislave, 1966. 228 pp.

A series of situational reading passages and conversational dialogs designed for adult Slovak speakers on an advanced level. Wide range of topics covers many areas of commerce and types of business transactions. Written in educated colloquial English with emphasis on technical terminology and idioms. Each section is followed by a list of new words and phrases, with glosses in Slovak and IPA transcriptions for pronunciation. Reference list of commercial texts and an English-Slovak vocabulary included.

Study Skills for Foreign Students of English. Beirut: American Univ. of Beirut, 1966. 220 pp.

Designed for the student studying or about to study in institutions at the secondary or university level where English is the medium of instruction. Includes chapters with exercises on learning to study, learning English vocabulary, using a dictionary, outlining, improving reading, note-taking, using a library and preparing for examinations.

Thornley, G.C. *Easier Scientific English Practice.* London: Longmans, 1964. viii, 136 pp.

A collection of 26 short readings, slightly simplified and graded. Includes stories about such famous scientists as Schweitzer, Curie, and Jenner, as well as descriptions of important advances in science. Passages are followed by comprehension questions and grammar exercises.

———. *Scientific English Practice.* London: Longmans, 1964. vii, 150 pp.

For more advanced students. Contains 30 readings. Follows same format as *Easier Scientific English Practice.* Includes writers such as W.E. Flood, Andrade, and Gerard and such subjects as migration of birds, light and heat on the moon, and plastic surgery.

Wright, E. and J.F. Wallwork. *On Your Own: A Guide to Study Method: An Introduction, with Exercises, to the Techniques of Independent Study and the Use of English at an Advanced Level.* London: Longmans, 1962. xiv, 128 pp. Provides for practice in the use of dictionaries and other reference books, and for developing skill in comprehension, note-making and taking, summarizing, and the collecting and writing-up of material.

American Readers

Binner, Vinal O. *American Folktales I: A Structured Reader.* New York: Thomas Y. Crowell, 1966. xiii, 177 pp.

A graded supplementary reader. Contains fifteen simplified reading passages for students with a knowledge of basic English structures and a 1000-word basic vocabulary. Lists of selected vocabulary, idioms, related words and opposite words, which follow readings, provide for vocabulary building. Specific sentence structures taken from context provide controlled exercises for practice. Conversation questions, write-or-tell exercises, and pronunciation drills with modified Trager-Smith transcriptions follow. Appended are table of punctuation marks, guide to pronunciation, glossary of grammatical terms, vocabulary and index.

——— . *International Folktales I: A Structured Reader.* New York: Thomas Y. Crowell, 1967. ix, 172 pp.

On intermediate level, the vocabulary is built on that used in *American Folktales I* (see entry above). Format is the same, appendices have been changed to omit punctuation table and guide to pronunciation, and include irregular verbs.

Bumpass, Faye L. *Let's Read Stories.* 5 vols. New York: McGraw-Hill, 1965.

A series of readers, including adaptations of Irving's *Rip Van Winkle,* O. Henry's *A Gift From the Heart, The Last Leaf,* and *The Ransom of Red Chief,* Twain's *The Jumping Frog,* Hawthorne's *David Swan,* Harte's *Tennessee's Partner,* and Poe's *The Cask of Wine.* Each lesson contains a part of a story and a section of oral practice on words and patterns, with intonation indicated. Review practice is provided after every two parts, and a general test on comprehension at the end of every story. Notes on the author's life, a word list, and suggestions to the teacher are included in each book.

Chapman, Rachael L. *The U.S.A.: Men and Machines.* (The U.S.A. Series.) New York: Regents, 1968. 186 pp.

An intermediate reader employing a vocabulary in the 2400 word range. Describes the lives and work of about 35 American inventors and scientists from Benjamin Franklin to Jonas Salk. Biographical studies are prefaced by general background information and followed by exercises on comprehension and vocabulary development, with topics for general conversation and discussion. English/English glossary.

Crowell, Thomas Lee, Jr. *Modern English Essays.* New York: McGraw-Hill, 1964. xii, 250 pp.

For advanced students on college level. Forty essays, wide-ranging in subject. Format is arranged in eight units of five short essays each, which vary in subject but are interrelated through vocabulary and grammatical patterns used. Cumulatively reinforcing, the fifth passage serves as a review of the first four. Readings are followed by numerous oral exercises in syllable stress variation and in reading aloud, and oral and written exercises in comprehension and summarizing.

English Language Services. *Collier-Macmillan English Readers*. 21 vols. New York: Collier-Macmillan, 1965–68.

A series of readers containing classic and contemporary short stories, articles, biographies, and novels of interest to the adult reader. The works have been adapted in varying degrees to fit a graded vocabulary and in certain cases simplified in structure. Each volume contains sections of questions and exercises, answers to the exercises, and a glossary of unusual or idiomatic words and phrases.

Grindell, Robert M., Leonard R. Marelli and Harvey Nadler. *American Readings: Selections and Exercises for Vocabulary Development*. New York: McGraw-Hill, 1964. xxv, 223 pp.

Designed for adult students on intermediate-advanced level. Contains fifteen readings ranging from Franklin and Irving to Twain and London. Wide variety of study materials and exercises following each passage.

Kaplan, Robert B., ed. *Reading and Rhetoric*. New York: Odyssey, 1963. x, 124 pp.

For university students on an advanced English level. Twenty-one widely ranging selections include Mark Twain, Theophrastus, Dickens, Pater, and Gibbon. Passages are short, edited occasionally to avoid overly involved or archaic English constructions. Exercises in word defining, function and syntax, and questions discussing style and content analysis follow each passage. Chapters present examples of description, definition, classification, process, characterization, formal analysis, comparison and contrast, logical and informal argument, and formal argument. Two review tests are provided. Appendix contains a brief history of the English language and a chart of the Indo-European languages.

Kitchin, Aileen Traver, Virginia French Allen and Kenneth Croft, eds. *Reader's Digest Readings: English as a Second Language*. 6 vols. Pleasantville, N.Y.: Reader's Digest Services, 1963–64.

Revises entry in ***RLM:1***, p. 132. Stories included in the new series are different from those in the earlier edition, except that *Books Three* and *Four* of old series form the basis of the new series. Each now includes its own glossary and answer key.

Mackenzie, M.D. Munro and J.J. Westwood. *Background to Britain*. London: Macmillan, 1965. 186 pp.

Forty short reading passages suitable for students preparing to take the Cambridge Lower Certificate or for any students on a general intermediate level. Readings are followed by vocabulary and comprehension questions; grammar and pronunciation exercises; and suggested subjects for composition.

Puerto Rico, Department of Education. *English Reader Series.* 6 vols. Boston: Ginn, 1963-65.

A series of three readers for upper elementary school students with reading skills in their own language and some experience in English. Each of the units contains several "instructional level" stories and poems with controlled and graded vocabulary and structures, a "test level" story with less new material, for evaluation of progress, and one or two "advanced level" stories for students beyond the basic instructional level in ability. Short exercises for each story follow. The colorfully illustrated stories, some original, some adapted, include a rich background of classics, folktales and biographies from around the world. A glossary at the end of each book contains more difficult words in the book, divided into syllables, with transcriptions (IPA) and Spanish equivalents. The three teacher's manuals contain discussions of general reading and study skills and of reading in a second language, suggestions for lesson planning, and specific guides for the use of each story.

Weeks, Albert L., Jr. *Reading American History.* New York: McGraw-Hill, 1963. [viii], 355 pp.

For high intermediate and advanced students. Twenty-two lessons on the history of the United States from Columbus' voyages to the present day. The paragraphs in each reading are numbered, and at the end of the reading all but the easiest vocabulary items are listed by paragraph. Numerous exercises follow each lesson with review exercises provided periodically. A chart of occurrences in world and United States history is included at the end of the book.

Dictionaries

Boatner, Maxine Tull and John Edward Gates, eds. *A Dictionary of Idioms for the Deaf.* West Hartford, Conn.: American School for the Deaf, 1966. xix, 364 pp.

Designed primarily for upper-grade deaf students as a supplement to school dictionaries, this book should prove useful as well to teachers and students of English as a foreign language. Contains approximately 4000 idiomatic phrases and sentences arranged alphabetically. Definitions include, when appropriate, part-of-speech label, level of usage (informal, slang, cliché), variant wordings, explanatory notes and sentences, illustrative examples, simple paraphrases of the illustrative sentences, and cross-references to similar or contrasting expressions. Prefaced by introductory and explanatory notes, teaching suggestions, and bibliographical notes. List of 300 essential idioms appended.

Ichikawa, Sanki, et al., eds. *The Kenkyusha Dictionary of Current English Idioms.* Tokyo: Kenkyusha, 1964. xxii, 849 pp.

A collection of British and American idiomatic expressions, each glossed in English and noted in one or more literary contexts. Categorized according to key word and indexed in detail in appendix. Introduction discusses criteria for selection and grouping; includes a bibliography.

West, Michael. *An International Reader's Dictionary: Explaining the Meaning of Over 24,000 Items Within a Vocabulary of 1,490 Words.* London: Longmans, 1965. x, 401 pp.

Based on *New Method English Dictionary* (see *RLM:1*, p. 136). Contains additional illustrations, revised definitions, and new items. Introductory notes explain simplified IPA transcription symbols and other markings used to indicate pronunciation and stress.

Testing

Cameron, R.D. *Model English Tests for School Certificate.* Nairobi: Oxford Univ. Press, 1966. 137 pp.

Twenty sample tests for students preparing for school certificate examination in East Africa. Follows new language syllabus. Contains questions evaluating ability in language, comprehension, summary, interpretation and vocabulary.

Heaton, J.B. *Selected Tests in Reading.* London: Longmans, 1965. 64 pp.

Designed for students on intermediate level of English. Also suggested for review work in junior forms of secondary schools. The 37 short reading passages cover a variety of informative topics of interest to children, and illustrate a wide range of styles in written English. Vocabulary and structures are controlled. Tests consist of comprehension and thought questions, word meaning, usage and structure problems. Answers are written rather than oral.

—— and J.P. Stocks. *Graded English Test Papers.* 3 vols. London: Longmans, 1965.

Designed for overseas students, and varying in application according to local standards, *Junior Book* will usually be suitable for junior and middle forms of secondary schools, *Intermediate Book* for middle forms, *Senior Book* in forms preparing for "O" level examinations. Each book contains sixty tests, including revision tests; detailed index and marking code to record results. Answers to tests may be checked by using a suitable reference book or dictionary. Aim is to raise student's level of English to examination standards, as well as to accustom him to test-taking.

Tomori, S.H. Olu. *Objective Tests for School Certificate English: Practice in Lexis, Structure and Idiom.* Ibadan: Heinemann, 1968. 90 pp.

Ten units of six multiple-choice, objective tests each. Evaluates correct usage and comprehension rather than mastery of grammatical terms and theory. Teachers Edition includes answers.

Roberts, J.M.E. and L.E.W. Smith. *Tests in English Language.* Lagos: African Universities Press, 1967. 126 pp.

Sample tests for students preparing for the West African General Certificate English Language Examination. Includes ten tests each on continuous writing, summary and comprehension, essay, and lexis and structure.

Teaching Aids

Bloom, Julchen and Erich Blaich. *Lernspiele und Arbeitsmittel in Englisch-Unterricht.* 2nd ed. Berlin: Cornelsen, 1964. 135 pp.

A collection of games, songs and other classroom activities for teachers of English in German primary schools. Some of the explanations in German, others in English. Many of the games are specially oriented towards specific grammar, vocabulary and pronunciation problems.

Dorry, Gertrude Nye. *Games for Second Language Learning.* New York: McGraw-Hill, 1966. vi, 56 pp.

Collection of over 70 games designed for supplementary group activities for learning English or another second language. Categories include numbers, spelling, vocabulary, structure, pronunciation, rhyming, etc. Also indicated are types (active, paper, blackboard, oral), level of advancement (elementary, intermediate, advanced), and number of players (most games have no limit). Directions are clearly worded, with examples given where necessary. Games selected require only simple realia or easily prepared props.

Lee, W.R. *Language-Teaching Games and Contests.* London: Oxford Univ. Press, 1965. 166 pp.

Majority of selections have been grouped according to type of language-learning activity—oral, pronunciation, reading and writing, and spelling. Final chapter contains wider range of activities not necessarily concentrated on a particular language-learning point. Book consists of suggestions for the teacher. Lists of English personal first and last names are appended, plus a subject index and a classification of games suitable to different age groups, language levels and situations.

West, Michael. *Useful Rhymes for Learners of English.* London: Longmans, 1966. 32 pp.

A collection of rhymes with controlled vocabulary designed to build up useful word groups. Subjects include pronouns, prepositions, colors, cooking, ships, and spelling.

Background

LINGUISTICS

GENERAL

Abercrombie, David. *Studies in Phonetics and Linguistics.* (Language and Language Learning Series.) London: Oxford Univ. Press, 1965. 151 pp.

A collection of articles and broadcasts, covering 1937-1964, on socio-linguistics, phonology, writing and transcription, and traditions of linguistics.

Allen, Harold B., ed. *Readings in Applied English Linguistics.* 2nd ed. New York: Appleton-Century-Crofts, 1964. xii, 535 pp.

A revision of the 1958 edition containing several new articles, including some on transformational grammar. The collection is intended for teachers and prospective teachers of English at all levels and is grouped into such sections as usage, dictionaries, grammar and composition, linguistic geography, and linguistics and the study of literature.

Carroll, John B. *Language and Thought.* (Foundations of Modern Psychology Series.) Englewood Cliffs, N.J.: Prentice-Hall, 1964. x, 118 pp.

Deals with linguistics and the psychology of language and thought, as these should, in the author's opinion, be presented in an introductory course in psychology. Contains chapters on the nature of language, the learning of language, and individual differences in language behavior. A list of selected readings is included.

Dineen, Francis P. *An Introduction to General Linguistics.* New York: Holt, Rinehart and Winston, 1967. xi, 452 pp.

Begins with some elementary concepts of linguistic science. Remainder of the book is historically organized, covering some of the most important developments, including ancient and medieval theory; nineteenth century historical and comparative linguistics; and the work of de Saussure, Sapir, Bloomfield, Firth, Hjelmslev and Chomsky. Intended as a university level textbook; each chapter is followed by review questions and suggested readings.

Dixon, Robert M.W. *What Is Language? A New Approach to Linguistic Description.* London: Longmans, 1965. xvii, 215 pp.

Puts forward "a new scheme for linguistic description." Each component of the scheme is given theoretical description and illustrated with examples from spontaneous English conversation. Stresses the importance of the correlations between language patterns and other behavioral or situational patterns, as well as correlations wholly inside language. Includes a historical review of the study of language.

Emig, Janet A., James T. Fleming, and Helen M. Popp, eds. *Language and Learning: A Revision and Expansion of the 1964 Special Issue of the Harvard Educational Review*. New York: Harcourt, Brace and World, 1966. viii, 301 pp.

A study of various areas related to language learning. Treats such topics as: child language acquisition; grammar analysis; meaning and concept development; and the teaching of literature.

Fraenkel, Gerd. *Language in Culture*. Boston: Ginn, 1967. vi, 82 pp.

Considers language as part of human culture, moving from linguistics to some assumptions about man's nonlinguistic behavior. Intended as a textbook.

——. *What is Language?* (New Aspects of Language 1.) Boston: Ginn, 1965. iv, 60 pp.

A short book of ideas and concepts about language, designed as a textbook. Includes sections on the Origin and Definition of Human Language, The Structure of Communication Systems, and International Languages.

Hall, Robert A., Jr. *Introductory Linguistics*. Philadelphia: Chilton, 1964. xiii, 508 pp.

A textbook covering general background, descriptive linguistics, linguistic geography, writing and language, principles of historical linguistics, linguistic change, and wider relationships involved in the study of language. Includes a 15-page bibliography.

Ivic, Milka. *Trends in Linguistics*. Translated by Muriel Heppell. (Janua Linguarum, Series Minor, 42.) The Hague: Mouton, 1965. 260 pp.

A condensed account of the history of linguistics with major emphasis on the different approaches of outstanding 20th century linguists. Included are sections on the non-structuralists, the structuralists, the generative approach, logical symbolism, and mathematical linguistics.

Marckwardt, Albert H., ed. *Studies in Languages and Linguistics in Honor of Charles C. Fries*. Ann Arbor, Mich.: The English Language Institute, University of Michigan, 1964. x, 371 pp.

A collection of essays containing linguistic descriptions of various languages, synchronic and diachronic studies, including descriptions of English, and several papers on language teaching.

Martinet, André. *Eléments de linguistique générale*. Paris: Armand Colin, 1960. 224 pp. Trans. Elisabeth Palmer, *Elements of General Linguistics*. Chicago: Univ. of Chicago Press, 1964. 205 pp.

A general introduction to the concepts and procedures of modern European structural linguistics according to the author's point of view. Chapters deal successively with language and languages, the description of languages, phonological analysis, significant units, usage and linguistic change. Brief bibliography included.

McIntosh, Angus and M.A.K. Halliday. *Patterns of Language: Papers in General, Descriptive and Applied Linguistics.* (Indiana Univ. Studies in the History and Theory of Linguistics.) Bloomington, Ind.: Indiana Univ. Press, 1966. 199 pp.

Eleven short essays, some previously published, illustrating the patterning of language. Directed to students of linguistics, language teachers, scholars in related fields and interested laymen.

Ornstein, Jacob and William W. Gage. *The ABC's of Languages and Linguistics.* Philadelphia: Chilton, 1964. xiii, 205 pp.

Provides basic information on the history of language, on phonology, structure, and meaning, on writing systems, sociolinguistics, the increasing role of linguistics, and on the necessity for Americans to learn to communicate with people whose language is not English.

Postman, Neil and Charles Weingartner. *Linguistics: A Revolution in Teaching.* New York: Delacorte, 1966. x, 209 pp.

The authors present a definition of linguistics and its functions and uses for the English teacher and layman. Secondly they review areas of linguistic research, noting educational applications.

Robins, R.H. *General Linguistics: An Introductory Survey.* London: Longmans, 1964. xxii, 390 pp.

An introduction to linguistics as an academic subject. Appropriate both for the linguistics student and the interested general reader. Includes sections on the nature and scope of linguistics; on phonetics; phonology; semantics; grammar; linguistic comparison; and the relation of linguistics to other fields. The author was a student of J.R. Firth.

——. *A Short History of Linguistics.* Bloomington, Ind.: Indiana Univ. Press, 1967. vi, 248 pp.

A brief account of the history of linguistic studies from Ancient Greece to the present day. Although organized around European developments, study also draws from work originating outside of Europe. Intended as a textbook; includes suggested further readings after each chapter.

Strevens, Peter D., ed. *Five Inaugural Lectures.* (Language and Language Learning Series.) London: Oxford Univ. Press, 1966.

Includes 'On the Linguistic Study of Languages' (W. Sidney Allen); 'Linguistic Typology' (C.E. Bazell); 'The Study of the Mother Tongue' (Randolph Quirk); 'The Place of Phonetics in the University' (N.C. Scott); and 'The Study of the Present-day English Language: A Triple Bond Between Disciplines' (P.D. Strevens).

SOCIOLINGUISTICS

Berry, Jack and Joseph H. Greenberg. "Sociolinguistic Research in Africa." *African Studies Bulletin* 9:2.1-9 (1966).

A report of the conference sponsored by the African Research Committee and held January 27-28, 1966, at the Center for Advanced Study in the Behavioral Sciences, Palo Alto, Calif. Indicates research needed in the description of habitual language usage, behavior toward language, and the dynamic study of social and psychological variables.

"Bilingualism and the Bilingual Child: A Symposium." *MLJ* 49:3&4 (1965).

A series of seven articles commenting on the language resource represented by bilinguals; on acculturation; on bilingual schools; first and second language learning; and instructional materials.

Bright, William, ed. *Sociolinguistics: Proceedings of the UCLA Sociolinguistics Conference, 1964*. (Janua Linguarum, Series Major, 20.) The Hague: Mouton, 1966. 324 pp.

The prepared papers and the tape-recorded discussions by participants at the Conference. Includes treatments of both general and specific sociolinguistic topics.

Canada, Royal Commission on Bilingualism and Biculturalism. *A Preliminary Report of the Royal Commission on Bilingualism and Biculturalism*. Ottawa: The Queen's Printer and Controller of Stationery, 1965. 211 pp.

Report on the investigation of the Canadian language/culture crisis. Presents the contrasting opinions heard at the regional meetings throughout the country.

Capell, A. *Studies in Socio-Linguistics*. (Janua Linguarum, Series Minor, 46.) The Hague: Mouton, 1966. 167 pp.

Brings together scattered information on socio- or ethno-linguistics and demonstrates the interrelationship of facts in linguistics with facts in anthropology and sociology. Includes sections on socio-linguistic parallels, language and social change, and language within societies. Extensive bibliography.

"The Challenge of Bilingualism." *Foreign Language Teaching: Challenges to the Profession*. (Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages.) New York: Northeast Conference, 1965. pp. 54-101.

Discusses the extent of bilingualism in the United States; reviews research in the field; suggests guidelines for public school programs in bilingual education, including the teaching of English as a second language; and proposes procedures for recruitment of bilinguals as foreign language teachers.

Conseil Scientifique pour l'Afrique. *Colloque sur le Multilinguisme: Deuxiéme reunion du Comité Interafricain de Linguistique, Brazzaville, 16-21 July 1962.* (Publication No. 87.) London: Bureau des Publications CCTA/CSA, 1964. 280 pp.

Proceedings of a conference held in Brazzaville in 1962 on educational aspects of multilingualism and on linguistic problems of multilingual situations. Topics included linguistic change, creole and pidgin languages, official languages and the role of world languages in Africa, with some papers on English as a second language.

"Explorations in Sociolinguistics." *Sociological Inquiry: Journal of the National Sociology Honor Society* 36:2.131-332 (1966).

A collection of papers by anthropologists, sociologists, and linguists "devoted to bridging the gap between linguistics and the behavioral sciences."

Finocchiaro, Mary. *Bilingual Readiness in Earliest School Years: A Curriculum Demonstration Project.* New York: Hunter College, 1966. 59 pp., appendices.

Report of a two-year study on developing foreign language skills and positive language attitudes, as well as improving self-image through a daily bilingual lesson. Subjects were Spanish-speaking, Negro, and white children (half from a low socio-economic and half from a middle class environment) in kindergarten and first grade of New York City public schools. Appendices include sample units, lists of songs, stories and props, and lesson plan, observation, and report forms used.

Fishman, Joshua A. and others. *Language Loyalty in the United States: The Maintenance and Perpetuation of Non-English Mother Tongues by American Ethnic and Religious Groups.* (Janua Linguarum, Series Major, 21.) The Hague: Mouton, 1966. 478 pp.

An exploration of the current extent and status of culture and language maintenance efforts among non-English speaking groups. Includes several chapters of general analysis of problems, as well as separate essays dealing with German, French, Spanish, and Ukrainian.

Gaarder, A. Bruce. "Conserving Our Linguistic Resources." *PMLA* 80:2.19-23 (1965).

Notes the contradictions in our national attitudes toward foreign language development, the reasons for these attitudes, and hopeful signs of change. Suggests a new national policy for the bilingual education of school children who have some control of a language besides English.

Gumperz, John J. and Dell Hymes, eds. *The Ethnography of Communication.* (Special Publication of the *American Anthropologist.*) Menasha, Wis.: American Anthropological Assn., 1964. v, 186 pp.

A collection of papers which "approach . . . language and communication in integral relation to social context and function, ..."

Hertzler, Joyce O. *A Sociology of Language*. New York: Random House, 1965. xii, 559 pp.

Presents a sociological interpretation of the reciprocal relations between language and society. Included are chapters on the basic concepts in a sociology of language; language as a social institution; the function of language; language and the individual; the sociology of writing; and mass communication, language, and modern society.

Hymes, Dell. *Language in Culture and Society: A Reader in Linguistics and Anthropology*. New York: Harper & Row, 1964. xxxv, 764 pp.

Sections include the scope of linguistic anthropology; equality, diversity, relativity; world view and grammatical categories; cultural focus and semantic field; role, socialization, and expressive speech; speech play and verbal art; social structure and speech community; process and problems of change; relationships in time and space; and historical perspective. Comprehensive topic and general bibliographies.

The Invisible Minority: Report of the NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking. Washington, D.C.: National Education Association, 1966. 39 pp.

Describes efforts to encourage the speaking of Spanish and the awareness of their cultural heritage among Mexican-American children in the Southwest with the idea that a sense of national pride and historical self-identity may provide a firm foundation for American citizenship and literacy in English.

Jones, W.R. *Bilingualism in Welsh Education*. Cardiff: Univ. of Wales Press, 1966. 202 pp.

Historical background of bilingualism in Wales and a review of the research there in bilingualism and intelligence, bilingualism and educational attainment, and the learning and teaching of a second language. Appendices include comment on the construction of an attitude scale and a language questionnaire, and further reports on studies of the learning and teaching of a second language.

Landar, Herbert. *Language and Culture*. New York: Oxford Univ. Press, 1966. xiv, 274 pp.

A consideration of the relevance of the study of language for the social scientist, humanist or anthropologist. Includes sections on writing, theories of meaning, linguistics and the work of Franz Boas and Edward Sapir. Also 19 problems for the reader to solve. Bibliography.

Le Page, R.B. *The National Language Question: Linguistic Problems of Newly Independent States*. London: Oxford Univ. Press, 1964. 82 pp.

A discussion of the importance of language and of cultural factors in the development of new political states. Includes case histories on India and Malaysia.

Macnamara, John. *Bilingualism and Primary Education: A Study of Irish Experience.* Edinburgh: Edinburgh Univ. Press, 1966. viii, 173 pp.

Reviews previous research in the field, then reports on an investigation conducted in the Irish national schools designed to discover the effect on arithmetical attainments of teaching arithmetic through the medium of Irish to children from English-speaking homes and to discover the effect on the level of English attainment of the program for reviving Irish in national schools.

Malmstrom, Jean. *Language in Society.* New York: Hayden, 1965. xi, 164 pp.

An introductory text, with numerous exercises, on language and how it works in society. Chapters include: Language in World Society, English in United States Society, Language Change in Society, The World Spread of English, Many Languages—One World.

Shuy, Roger W., ed. *Social Dialects and Language Learning: Proceedings of the Bloomington, Indiana, Conference 1964.* Champaign, Ill.: National Council of Teachers of English, [1965]. 157 pp.

Contains the papers presented at the Conference, and the discussions and summary which followed. Areas covered include social dialectology, reports on field projects and on school and college teaching programs, social factors in learning standard English, reactions of related behavior sciences and implications for future research.

Thompson, Hildegard. *Education for Cross-Cultural Enrichment: Selected Articles from Indian Education 1952-64.* Washington, D.C.: U.S. Department of the Interior, Bureau of Indian Affairs, 1964. 309 pp.

Of special interest to the English teacher is chapter seven which contains a series of articles on teaching the spoken language, literacy, and the new culture to Indian children.

PSYCHOLINGUISTICS

Lyons, J. and R.J. Wales. *Psycholinguistics Papers: The Proceedings of the Edinburgh Conference 1966.* Edinburgh: Edinburgh Univ. Press, 1966. 243 pp.

Contains the papers presented at Edinburgh University Conference in Psycholinguistics. Each paper is followed by the comments of the discussants and a summary, edited version of the general discussion. The papers are: "On hearing sentences," by M.P. Thorne; "The organization of linguistic performance," by R.J. Wales and J.C. Marshall; "The creation of language by children," by David McNeill; "Some reflections on competence and performance," by J. Fodor and M. Garrett; and "Syntactic regularities in the speech of children," by E.S. Klima and Ursula Bellugi. The book also contains a 17-page bibliography and an index of names.

Osgood, Charles E. and Thomas A. Sebeok, eds. *Psycholinguistics: A Survey of Theory and Research Problems.* With *A Survey of Psycholinguistic Research 1954-64,* by A. Richard Diebold, and *The Psycholinguists,* by George A. Miller. (Indiana Univ. Studies in the History and Theory of Linguistics.) Bloomington, Ind.: Indiana Univ. Press, 1965. xii, 307 pp.

Presents the results of a seminar considering the linguistic, psychological, and informational approaches to language as they bear on language problems; and reviews basic research problems.

Rivers, Wilga M. *The Psychologist and the Foreign-Language Teacher.* Chicago: Univ. of Chicago Press, 1964. viii, 212 pp.

A critical appraisal of foreign language teaching today, in particular the audio-lingual method, in the light of current psychology and the theories of learning. The book is written for the classroom teacher and concentrates on the high school level, with most examples from French. Includes recommendations for the teacher and an appendix describing learning theories.

Rosenberg, Sheldon, ed. *Directions in Psycholinguistics.* New York: Macmillan, 1965. x, 260 pp.

Contains the revised and expanded versions of eight papers originally presented at a June, 1963 Institute sponsored by the Department of Psychology of George Peabody College for Teachers. Areas covered include the psychology of grammar; psycholinguistics and verbal learning; the modification of verbal behavior; individual differences in verbal behavior; and psycholinguistics and language pathology.

Smith, Frank and George A. Miller, eds. *The Genesis of Language: A Psycholinguistic Approach.* Cambridge, Mass.: M.I.T. Press, 1966. xii, 400 pp.

The proceedings of a conference entitled "Language Development in Children," sponsored by the National Institute of Child Health and Human Development, National Institutes of Health, and held April 25-28, 1965. The areas covered were the development of competence; the development of performance, including deviations from normal performance in child language; and the evolutionary matrix for language.

Titone, Renzo. *Studies in the Psychology of Second Language Learning.* (Quaderni di Orientamenti Pedagogici 8.) Zurich: Pas-Verlag, 1964. 181 pp.

Includes a general presentation of the problem, chapters on second language learning in childhood and adolescence, grammar learning as induction, and descriptions of two experimental contrastive studies.

LANGUAGE LEARNING

Asher, James J. "The Learning Strategy of the Total Physical Response: A Review." *MLJ* 50:2.79-84 (1966).

A report on experiments on the relationship between the learning of listening skills and acting-out during training.

Leighton, E. Roby, ed. *Bicultural Linguistic Concepts in Education*. Tucson, Ariz.: E. Roby Leighton & Associates, 1964. 54 pp.

A guide for administrators, instructors, and guidance counselors concerned with problems of the culturally different student. Based on materials drawn from workshops at the University of Arizona for teachers of Spanish and Indian-speaking pupils from the Southwest.

Moulton, William G. *A Linguistic Guide to Language Learning*. New York: Modern Language Association of America, 1966. xii, 140 pp.

A clear introduction to the principles of language learning and how language works, including sections on sounds, sentences, words, meaning and writing. Bibliography of useful books on linguistics, phonetics, contrastive structure and language learning.

Najam, Edward W. and Carleton T. Hodge, eds. *Language Learning: The Individual and the Process*. Report of the Indiana Univ.–Purdue Univ. Foreign Language Conference held at Indiana Univ. March 11-13, 1965. (Indiana Univ. Research Center in Anthropology, Folklore, and Linguistics, Publication 40.) Bloomington, Ind.: Indiana Univ., 1965. xii, 273 pp.

Contains the texts of twenty-one papers presented at the Foreign Language Conference, grouped under three topics: Psychology and Language Learning; Toward Individualized Learning: Materials and Methods; Toward a New FL Classroom.

Politzer, Robert L. *Foreign Language Learning: A Linguistic Introduction*. Englewood Cliffs, N.J.: Prentice-Hall, 1965. ix, 155 pp.

Book is divided into four major sections: Language and Language Learning; The Nature of Language; The Problems of Foreign Language Learning; How to Learn a Foreign Language. Each section is followed by a series of "Learning Exercises," and some also include "Questions." The first three parts are based entirely on English; the fourth part introduces problems related to French, Spanish, and German.

STYLISTICS

Ohmann, Richard. "Literature as Sentences." *CE* 27:4.261-67 (1966).

Views the sentence as the "primary unit of understanding" and from the generative point of view comments on deep and surface structure and their contributions to meaning.

Spencer, John, ed. *Linguistics and Style*. (Language and Language Learning Series.) London: Oxford Univ. Press, 1964. xii, 109 pp.

Stresses the importance of the insights of linguistics and literary criticism in the analysis of style which is viewed as an essential element of advanced language teaching.

Ullmann, Stephen. *Language and Style: Collected Papers.* (Language and Style Series.) Oxford: Basil Blackwell, 1964. viii, 270 pp.

A collection of essays on linguistics and literature covering problems of meaning, style, and the influence of language on thought.

THE ENGLISH LANGUAGE

GENERAL

Aurbach, Joseph, Philip H. Cook, Robert B. Kaplan, and Virginia J. Tufte. *Transformational Grammar: A Guide for Teachers.* Washington, D.C.: English Language Services, 1968. vi, 172 pp.

An introduction to the major concepts of the "New Grammar." Sections cover syntax, morphology, and phonology. Introduction discusses a definition of grammar and a rationale for teaching grammatical theory and for selecting a theory to teach.

Barber, Charles. *The Flux of Language.* London: George Allen & Unwin, 1964. viii, 288 pp.

Designed for the general reader and focused on English. The first half is devoted to the nature of language, its origins, causes of linguistic change, and language families. The second half is a history of English.

Bolinger, Dwight L. *Forms of English: Accent, Morpheme, Order.* Edited by Isamu Abe and Tetsuya Kanekiyo. Cambridge, Mass.: Harvard Univ. Press, 1965. viii, 334 pp.

A series of essays (1940-1962) on various aspects of phonology, morphology and syntax, the approach characterized by the author as unorthodox in that he frequently attacks the "official line" held in American linguistics, or deals with questions usually passed by.

Finder, Morris. *A Structural View of English.* 2 vols. Boston: Ginn, 1966.

Designed for use in high school English classes, to give students a better understanding of their language and to introduce some basic concepts of linguistics. Each of the eleven chapters includes exercises on the material presented. The teacher's manual contains suggestions for teaching each chapter, an outline of the contents of the chapter, answers to the exercises, and review questions.

Francis, W. Nelson. *The English Language—An Introduction: Background for Writing.* New York: W.W. Norton, 1965. x, 273 pp.

Designed as a composition text basically for native speakers of English. Covers English grammar, vocabulary, speech and writing, the history of English, and usage and variety in English. Contains exercises and suggested reading lists.

Hacikyan, Agop. *Methodologie de l'Enseignement de l'Anglais comme langue seconde: Handbook of Methodology of Teaching English as a Second Language.* Montreal: Librairie Beauchemin, 1967. 216 pp.

Contains background, including general history of the development of ESL methodology and the specific situation needs and objectives in Quebec; the principles of methodology, with chapters on pronunciation, vocabulary, grammar, and cultural orientations; and teaching aids, including the language laboratory and tests. Comments on the various approaches in use. Appendices list official requirements for ESL programs in Quebec.

Komives, Valerie. *Teaching English as a Foreign Language.* Ann Arbor, Mich.: The Univ. of Michigan Correspondence Study Dept., Extension Service, 1968. viii, 74 pp. Tapes, feltboard symbols.

An introductory level correspondence course in teaching the basic skills of oral English. Provides assignments based on selected readings covering Language, The Sounds of Language, The Structure of Language, Words and Meaning, and Classroom Procedures. Accompanying three tapes provide: 1) a dialog repeated in several languages (English last) used to give the teacher a feeling of learning a foreign language; 2) the sounds of English including a demonstration of first language interference in second language learning; and 3) sample classes at different levels, including varied drill types. "Syntactic symbols" are felt pieces of different shapes and colors, representing Word Classes, Word Subclasses, Markers (modifiers) and Inflections.

Kučera, Henry and W. Nelson Francis. *Computational Analysis of Present-Day American English.* Providence, R.I.: Brown Univ. Press, 1967.

An analysis of the Corpus of Present-Day Edited American English. Begins with a description of the Corpus, its compilation, the details of its constituents, and how it was transfered to tape. Body of the study consists of a Word-Frequency Distribution and distributions for word and sentence length, categorized by genre of the sources. In final section, John B. Carroll comments on Sampling from a Lognormal Model of Word-Frequency Distribution.

Marckwardt, Albert H. *Linguistics and the Teaching of English.* (Indiana Univ. Studies in the History and Theory of Linguistics.) Bloomington, Ind.: Indiana Univ. Press, 1966. 151 pp.

Presents an analysis of the possible applications of linguistics to English teaching at all levels of instruction. Chapters are devoted to current approaches to English grammar; usage; linguistics and the teaching of composition, spelling and reading; the study of literature; and the role of language in the curriculum.

Miller, James E., Jr., ed. *Linguistics. CE* 24:4.249-336 (1965).

Presents articles on: American dialects; linguistics and the teaching of English language, composition, and literature; the Standard Corpus of Present-Day American English; and historical linguistics.

——, ed. *Linguistics and Teaching. CE* 27:8.587-669 (1966).

Includes articles on applied and theoretical linguistics.

Nist, John. *A Structural History of English*. New York: St. Martin's Press, 1966. xvii, 426 pp.

Describes the major features of the historical development and the structure of the language at each stage of development and discusses the social forces that have affected the language. Includes historical summary sections, and research and discussion questions at the close of each chapter. Approach is linguistic.

Stageberg, Norman C. *An Introductory English Grammar*. New York: Holt, Rinehart and Winston, 1965. xvii, 506 pp.

An introductory college text, primarily structural in orientation, with a final chapter on transformational grammar by Ralph Goodman. Sections on phonology, morphology, and syntax. Exercises appear after most of the points made, with answers included at the end.

Warburg, Jeremy. *Verbal Values*. London: Edward Arnold, 1966. viii, 91 pp.

A consideration, in the form of a dialogue between teacher and student, of various criteria used in the "criticism of the linguistic expression" of English in terms of "plainness" and "correctness."

PHONOLOGY

Abercrombie, David, and others, eds. *In Honour of Daniel Jones*. London: Longmans, 1964. 474 pp.

A collection of papers divided into sections on general phonetics, phonetics of English (with several articles on American English), phonetics of European languages, and phonetics of non-European languages. Includes a bibliography and discography of the works of Daniel Jones.

Arnold, Roland and Klaus Hansen. *Phonetik der englischen Sprache: Eine Einführung*. 3rd ed. Leipzig: VEB Verlag Enzyklopädie, 1967. 160 pp.

A linguistic analysis of the phonology of British English, in particular of the so-called "Received Pronunciation." Begins with an introduction to the study of phonetics, including the processes of articulation, the classification and representation of sounds, the phoneme, and the problem of orthography. Then, using IPA transcription and minimal pairs in conventional orthography, describes the sounds of English, divided into vowel, sonorant and consonant categories; the sounds in context; and word and sentence stress and intonation. Occasional comparisons with German.

Breitenstein, P.H. "The English Sound System." *Contact* 7:9-14 (1965).

Survey of the segmental phonemes of British English, with examples.

Gunter, Richard. "On the Placement of Accent in Dialogue: A Feature of Context Grammar." *JL* 2:2.159-79 (1966).

Discusses the effect of context on intonation contours. Suggests that previous explanations for accent shift dealt with isolated sentences, and proposes a change of emphasis from "sentence grammar" to "context grammar."

Lejnieks, Valdis. "The Phonemic Code of English." *Linguistics* 14:23-32 (1965).

Reanalyzes the English phonemic system in terms of the characteristics of a "code" and defines rules for producing English phoneme sequences.

Pierce, Joe E. "The Phonemes of English." *Linguistics* 17:36-57 (1965).

———. "Phonemic Theory and the Analysis of English Syllabic Nuclei." *Linguistics* 7:63-82 (1964).

———. "The Supra-Segmental Phonemes of English." *Linguistics* 21:54-70 (1966).

Roberts, A. Hood. *A Statistical Linguistic Analysis of American English*. The Hague: Mouton, 1965. 437 pp.

Presents a computerized frequency count of the phonemes of English as derived from an informant's use of the words in Ernest Horn's *A Basic Writing Vocabulary*. Goes on to tabulate statistics for several other areas of information based on phoneme frequency, such as frequency of canonical forms, entropy and redundancy.

Trnka, Bohumil. *A Phonological Analysis of Present-Day Standard English*. Rev. ed. Tokyo: Hokuou, 1966. 155 pp.

A revision of the original 1935 edition with expanded chapters on phonological structure. Included are chapters on relevant features of English phonemes, combination rules, phonological foreignisms, the contextual frequency of monosyllabic and disyllabic types and the productivity of phonemes. Bibliography.

SPELLING

Dolby, James L. and Howard L. Resnikoff. "On the Structure of Written English Words." *Language* 40:2.167-96 (1964).

A study of the regularity of English orthography and graphemics, based on written forms taken from the Oxford Universal Dictionary.

Hanna, Paul R. et al. *Phoneme-Grapheme Correspondences as Cues to Spelling Improvement*. Washington, D.C.: U.S. Office of Education, 1966. 1716 pp.

Presents an analysis, with tables, of the phonological structure of American English orthography and describes the development of an algorithm for American English spelling. Appendices include an alphabetized listing of the 17,310 word corpus, frequency and percentage tabulations of phoneme occurrences in the corpus, vowel phoneme word listing, consonant phoneme word listing. Bibliography.

Horn, Thomas D., ed. *Research on Handwriting and Spelling*. Champaign, Ill.: NCTE, 1966, iv, 79 pp.

A collection of papers intended to draw together and evaluate recent research, especially computerized research, on handwriting and spelling. The papers were originally published in *Elementary English* 1964-66.

Nist, John. "In Defense of English Spelling." *Linguistics* 23:81-89 (1966).

Gives the historical background to English spelling, comments on its advantages and the conservative forces operating against change.

Venezky, Richard L. and Ruth H. Weir. *A Study of Selected Spelling-To-Sound Correspondence Patterns.* Stanford, Calif.: Stanford Univ., 1966. ii, 88 pp.

Detailed analysis of English orthography with special reference to teaching the association of spelling with sound in reading.

Wijk, Axel. *Rules of Pronunciation for the English Language: An Account of the Relationship between English Spelling and Pronunciation.* London: Oxford Univ. Press, 1966. 159 pp.

Deals with both British and American English, using Daniel Jones and Kenyon and Knott transcriptions respectively. Attempts to show the high percentage of regularity in the spelling of English in relation to its pronunciation, and suggests a plan for spelling reform.

GRAMMAR

Allen, Robert Livingston. *The Verb System of Present-Day American English.* (Janua Linguarum, Series Practica, 24.) The Hague: Mouton, 1966. 303 pp.

A detailed study, requiring of its reader considerable linguistic background. Presents the problem, surveys the literature in the field, explains procedures of analysis, defines terms, delineates the body of content material, then proceeds to a structural analysis of the categories of the English verb system and the signals by which they may be recognized. Appended lists of "predications that do not normally occur with expanded verb clusters," and "the sixteen verb-types," plus very extensive bibliography.

——. "Written English Is a 'Second Language'." *EJ* 55:6.739-46 (1966).

A discussion of written English, its differences from spoken English, and the need to learn it almost as a "second language" even by children who already speak English. Written English must therefore be described by the grammarian and analyzed by the reader in "terms of its own signals and conventions" rather than in those of spoken English.

Allen, W. Stannard, "Prepositions, Adverb Particles and Phrasal Verbs." *LC* 14:5-9 (1964).

Presents examples of prepositions and adverb particles and of their combination with verbs to make phrasal verbs. Notes distinctive features of each type of compound.

Corder, S. Pit. "Imperative Sentences: Subjects, Vocatives, and Tags." *Englisch* 1:4.106-9 (1966).

Explains, with examples, and summarizes usage of conversational forms of the imperative, including comment on intonation, and punctuation for writing the forms.

Crystal, David. "English (Word Classes)." *Lingua* 17.24-56 (1967).

Not a systematic description, the study aims to re-examine familiar concepts in a critical light and to stimulate further discussion.

——. "Specification and English Tenses." *JL* 2:1.1-34 (1966).

Detailed analysis of the relationship between adverbials (adverbs, adverb phrases, and adverb clauses) and verbs in English.

Dawkins, John. "Noun Attributives in 'Webster's Third New International Dictionary'." *AS* 39:1.33-41 (1964).

A critical discussion of Webster's use of the label "adjective" for some nouns.

Dirven, R. *An English Grammar and Reference Book*. Antwerp: Plantyn, 1967. 143 pp.

A reference handbook for students with some previous knowledge of the patterns surveyed. Uses traditional terminology. Content is graded into elementary and advanced categories within each section. Contains examples but is not intended as a practice book. Basically deals with British English, but includes some notes on American English as well.

Ehrman, Madeline Elizabeth. *The Meanings of the Modals in Present-Day American English*. (Janua Linguarum, Series Practica, 45.) The Hague: Mouton, 1966. 106 pp.

An analysis of the meaning of *can, could, may, might, will, would, shall, should, ought, must, dare,* and *need* as they occur in the 300,000 word corpus of American English prepared by the Linguistics Department at Brown University (see entry under Kučera, p. 98).

Fowler, Roger. "Sentence and Clause in English." *Linguistics* 14:5-13 (1965).

George, H.V. "If." *ELT* 20:2.113-19; 3.232-39 (1966).

Identifies and discusses the meanings and uses of *if* in contexts in which the following verb form is restricted, especially with regard to tense, and in contexts in which there is no tense restriction.

Gleason, H.A., Jr. *Linguistics and English Grammar*. New York: Holt, Rinehart and Winston, 1965. xv, 519 pp.

Begins with a historical sketch of the content of and attitudes toward English grammar in the American school system, the development of linguistics, and the various approaches to grammatical analysis. Part II explains language structure and system, dealing with parts of speech, syntactical relations, structure signals, and the processes associated with these relations. Analyzes and illustrates each approach, pointing out similarities and differences. Last part deals with dialect and style variation, language change, language comparison, literary form, and poetic and expository style. Enumerates consideration for re-evaluation and reform of language in the American school curriculum. Selected bibliography.

Gleitman, Lila R. "Coordinating Conjunctions in English." *Language* 41:2.260-93 (1965).

Hill, L.A. "The Passive Again." *ELT* 18:2.69-74 (1964).

Comments, with illustrations, on the roles of the grammatical and logical subject and predicate, and considerations governing syntax.

———. "Problems of 'Phrasal' Verbs." *Englisch* 1:2.52-55 (1966). Record.

Presents 15 examples of the sequence "verb plus particle plus noun/pronoun" and notes the structural, transformational, and phonological contrasts involved. Accompanying record illustrates the pronunciation of the sample sentences.

Hirtle, W.H. "The English Present Subjunctive." *CJL* 9:2.75-82 (1964).

An article in defense of the theoretical validity of the present subjunctive in modern English. Gives three criteria for recognizing the form, citing examples from both written and spoken English.

Hoffman, Hans G. "Agreement of Subject and Verb." *EV* 13:204-9 (1966).

Establishes 12 categories of nouns and indicates whether singular or plural verb form follows.

Jacobson, Sven. *Adverbial Positions in English*. Stockholm: AB Studentbok, 1964. ix, 385 pp.

Descriptive study of adverbials occurring in a basic corpus of 66 books representing present-day, written, British English. Part I is devoted to the classification of adverbials, definitions of their positions, and factors influencing placement. Part II is a Dictionary of Adverb Placement, listing individual adverbials with their classification and placement.

Johnson, Falk S. "On Identifying the Parts of Speech." *EJ* 55:6.747-51 (1966).

A review of the methods used in traditional structural and transformational grammar. Meaning, function, form, position and transformation are the chief clues used in identifying parts of speech. Author holds that combinations of these, rather than any one specific clue, are needed to satisfactorily identify all parts of speech.

Joos, Martin. *The English Verb: Form and Meanings*. Madison, Wis.: Univ. of Wisconsin Press, 1964. x, 251 pp.

A presentation of the functioning of the English verbal system, dealing specifically with semi-formal usage of educated speakers of British English, based on the recorded account of a murder trial. Describes use of nonfinite verbs, but main part devoted to linguistic study of the finite verbs, with final part illustrating the use of modals.

Lejnieks, Valdis. "The English Predicate Constituent." *Linguistics* 3:30-49 (1964).

After an introduction dealing with the general rules for generating sequences of elements in a message, and for converting elements to different levels, author discusses tense, mood, aspect and contrast sememes of the predicate structure, relating these to the relevant morphemic elements.

Live, Anna H. "The Discontinuous Verb in English." *Word* 21:3.428-51 (1965).

A detailed study of two-word verbs (verb plus adverbial or prepositional particle), their makeup and the syntactic patterns in which they occur, with table showing co-ocurrence of verbs with various particles.

Long, Ralph B. "Imperative and Subjunctive in Contemporary English." *AS* 41:3.199-210 (1966).

———. "A Traditionalist Looks at Generative Grammar." *CCC* 15:1.50-55 (1964).

A critical consideration of the advantages and disadvantages of generative grammar, in comparison with the traditional and structural approaches, from the point of view of a teacher of English.

Malmstrom, Jean. *An Introduction to Modern English Grammar*. New York: Hayden, 1968. xix, 216 pp.

An introduction to the study of language in general and to the English language in particular, intended as a text for English-speaking students at the university level. Following the descriptive approach, the author analyzes lengthy illustrative passages from modern literature and other types of written and spoken English.

McDavid, Virginia. "'That' and Zero in Noun Clauses." *AS* 39:2.102-13 (1964).

An examination of constructions using "that" or zero to introduce noun clauses. Sources were the author herself and 100,000 words of written English.

O'Neil, Wayne A. *Kernels and Transformations: A Modern Grammar of English*. New York: McGraw-Hill, 1965. ix, 110 pp.

Includes discussions of various theories of grammar, and lessons and exercises on transformational grammar. Accompanies a series of films.

Palmer, F.R. *A Linguistic Study of the English Verb*. London: Longmans, 1965. 199 pp.

Intended for students of linguistics and others interested in the description of modern English. The analysis presented is formal, i.e. the grammatical categories are defined in terms of the forms of the language and not upon meaning, semantics or notions. The various chapters treat the auxiliary verbs; the full verbs; the simple phrase (almost half the book); *be*, *have*, and *do*; the complex phrase; and phrasal verbs and prepositional verbs.

Pierce, Joe E. "The Morphemes of English: Morphemic Theory." *Linguistics* 23:90-97 (1966).

Pilch, Herbert. "Comparative Constructions in English." *Language* 41:1.37-58 (1965).

Potter, Simeon. "Changes in Present-day English." *ELT* 20:3.224-31; 21:1.6-11 (1966).

Changes discussed are grammatical and include more frequent omission of the definite article in certain situations; use of descriptive titles before names; use of *more* and *most* in place of *-er* and *-est*; greater regularity of noun plurals, and increasing use of expanded forms of verbs, *to be going to* future and anomalous finites.

Roberts, Paul. *English Syntax: A Book of Programmed Lessons*. New York: Harcourt, Brace and World, 1964. 414 pp.

A programmed English text for American high schools which is also an introduction to transformational grammar. Presented in linear form, material alternates lengthy prose description with testing frames. The teacher's edition includes an account of the two-year tryout of the text and a brief review of traditional, structural, and transformational grammar. Test booklet also provided.

Rogovin, Syrell. *Modern English Sentence Structures*. New York: Random House, 1964. viii, 464 pp.

Programmed textbook designed for American high school students and based on transformational grammar. All material is presented in a graded sequence of small-step frames. Answers, provided in the margin, are both constructed and multiple choice. Contains sixty units of varying lengths. Accompanying Teacher's Manual and Tests.

Ross, Alan S.C. *Essentials of English Grammar*. (The Essential Series.) London: Kenneth Mason, 1964. 49 pp.

Designed for native speakers and for non-native speakers studying with a native speaker. Consists primarily of an alphabetical list of the particles of English with examples of usage, and a brief treatment of pronunciation (RP) and spelling. No transcription.

Saldanha V. Horta, Maria Leonor and Lisette Beatriz Graziani. "Some Problems of the 'Countables' and 'Uncountables' in English Usage." *Estudos Lingüísticos* 1:2.51-56 (1966).

Sastri, Madugula I. "Complements and Verbs." *Linguistics* 28:97-105 (1966).

Identifies several types of basic transforms involving complements, illustrating the patterns with selected sentences.

Schibsbye, Knud. *A Modern English Grammar*. London: Oxford Univ. Press, 1965. x, 310 pp.

Reference grammar or possibly textbook, traditional in approach, intended for use in intermediate to advanced level courses in universities or language institutes. Categorizes material by parts of speech, analyzing the various forms, functions, and meanings of each, with numerous examples from recent writing. Basically British English.

Smith, Carlota S. "Determiners and Relative Clauses in a Generative Grammar of English." *Language* 40:1.37-52 (1964).

A discussion of the rules for producing noun modifiers in English with comment on phrase structure rules for determiners, rules for embedding, possessive genitive constructions, predicate sentences, and negation and questions.

Spasov, Dimiter. *English Phrasal Verbs*. Sofia: Naouka i Izkoustvo, 1966. 280 pp.

Contains an introductory study on verb-adverb combinations, followed by a dictionary of phrasal verbs in British English. Numerous examples, many literary. All in English except for a short Bulgarian-English index.

Sullivan, M.W. *Programmed Grammar: Parts of Speech and Sentence Patterns.* New York: McGraw-Hill, 1964. 234 pp.

A self-instructional descriptive grammar of written English. Deals with lexical and syntactical meaning, parts of speech, basic phrase and sentence patterns and the expansion of patterns. Also provides a test for each of the 29 units, and a final examination.

Svartvik, Jan. *On Voice in the English Verb.* (Janua Linguarum, Series Practica, 63.) The Hague: Mouton, 1966. xv, 200 pp.

Deals particularly with the passive and its use, frequency, classification, and ways of formation, as it occurs in the 323,000 words of a corpus of present-day spoken and written British English from the files of the Survey of English Usage at the University of London.

Tennant, John. *A Handbook of English Usage.* London: Longmans, 1964. viii, 184 pp.

Explanations of problems in English usage encountered by the author in teaching and examining candidates for the Cambridge examinations in English as a foreign language. Includes notes on English social customs and vocabulary. Occasional use of IPA transcription.

Thomas, Owen. *Transformational Grammar and the Teacher of English.* New York: Holt, Rinehart and Winston, 1965. x, 240 pp.

A pedagogical rather than scientific grammar. Describes, with illustrations, aspects of transformational grammar with relevance for the teacher of English, proposes a new philosophy of grammar, and discusses its reflections in the practical teaching situation.

Thorne, J.P. "English Imperative Sentences." *JL* 2:1.69-78 (1966).

Viertel, John. "Generative Grammars." *CCC* 15:2.65-81 (1964).

A general discussion of the philosophy of generative grammar with specific examples of its application to the English sentence.

Whitaker, S.F. "'The Mighty Must': Some Suggestions Concerning the Modal Auxiliary." *ELT* 21:1.12-15 (1966).

White, James H. "The Methodology of Sememic Analysis with Special Application to the English Preposition." *Mechanical Translation* 8:1.15-31 (1964).

Describes stratificational theory, with examples from written English, and presents a sememic analysis of the major prepositions in English.

Wood, Frederick T. *English Prepositional Idioms.* New York: St. Martin's Press, 1967. vii, 562 pp.

First lists the prepositions and their several uses, then lists prepositional idioms, alphabetically by "base" or "key word." Illustrative examples are provided for each form; differences of meaning explained.

———. *English Verbal Idioms.* New York: St. Martin's Press, 1964. vi, 325 pp.

Provides definitions, explanations and illustrative sentences for idiomatic verbal compounds, special senses of certain verbs, and peculiarities of grammar and usage in British English. Entries noted, where appropriate, as literary, colloquial, or slang. Alphabetical arrangement. Index of cross-references at end.

———. "The Expression of Futurity in English." *Englisch* 1:3.83-85 (1966).

Notes, with explanation and numerous examples, six different ways of expressing the future.

Zawadzka, Anna. *Szkolna gramatyka jezyka angielskiego* [School Grammar of the English Language]. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1965. 171 pp.

A reference grammar. Descriptive rather than prescriptive. Contains no exercises, but numerous paradigms, model sentences in frames, and examples of usage. Begins with a section on word formation. All explanatory notes in Polish.

VOCABULARY

Gove, Philip B. "Lexicography and the Teacher of English." *CE* 25:5.344-57 (1964).

The editor of *Webster's Third New International Dictionary* discusses its reliance on usage, the corpus employed, misconceptions concerning the dictionary's purpose, and the stylistic labels used in it. He also comments on language change.

———. "Usage in the Dictionary." *CE* 27:4.285-92 (1966).

Following introductory comment on standard English, describes how decisions on usage were made for *Webster's New International Dictionary.*

Hackenberg, Kurt. *Englische idiomatische Redewendungen.* Leipzig: VEB Verlag Enzyklopädie, 1965. 210 pp.

A list of about 1,500 commonly used English idiomatic expressions, with German equivalent and illustrative sentence. Expressions are listed alphabetically by main word.

Hargreaves, Henry. "Weights, Measures, and English Idiom." *ELT* 20:3.239-45 (1966).

Author lists "favourite units" of measurement in British English and their uses, and makes some distinctions between colloquial and formal usage.

Howes, David. "A Word Count of Spoken English." *JVLVB* 5:6.572-604 (1966).

A table of word frequencies derived from 250,000 words of recorded interviews with university students and hospital patients.

Jones, Lyle V. and Joseph M. Wepman. *A Spoken Word Count.* Chicago: Language Research Associates, 1966.

Presents a composite listing of the different words spoken by a selected sample of English-speaking adults and the frequency with which each of the different words was used.

Marchand, Hans. *The Categories and Types of Present-Day English Word-Formation: A Synchronic-Diachronic Approach.* (Alabama Linguistic and Philological Series # 13.) [University, Ala.]: Univ. of Alabama Press, n.d. xx, 379 pp.

Included are chapters on compounding; phrases; prefixation; suffixation; derivation; phonetic symbolism; clipping; motivation by linguistic form (ablaut and rime combinations); and blending and word-manufacturing.

Mayer, K.P. "Language Statistics: A Brief Survey and an Outline of a Dynamic Model." *IL* 3:4.110-16 (1964).

A review of the history of word counts and a suggested application to language learning.

Weis, Erich. *Grund- und Aufbauwortschatz: Englisch.* Stuttgart: Klett, 1964. 218 pp.

A word list with German equivalents, selected on the basis of frequency and usefulness in daily conversation and reading with reference to Lorge, Thorndike and West lists and the 1936 Interim Report on Vocabulary Selection. Divided into two sections: Basic Vocabulary, with 2,000 general use words and expressions; and Expanded Vocabulary with 2,500 further words and expressions for specific situations or subject areas. Separate list of 106 "structure words."

Wright, C.W. *An English Word Count: 1965.* (Research Series No. 15, Department of Education, Arts and Science.) [Pretoria]: National Bureau of Educational and Social Research, 1965. xxxii, 332 pp.

Lists are taken from religious books, newspapers and periodicals, children's literature and school texts, and letters, and are designed for use in the teaching and testing of vocabulary, spelling, and remedial reading in schools and high schools. Parts 1, 2, and 3 are, respectively, alphabetical lists of the first thousand, the first ten thousand, and the second ten thousand words of most frequent occurrence.

DIALECTOLOGY

Allwood, Martin S. *American and British: A Handbook of American-British Language Differences.* Mullsjö, Sweden: Anglo-American Center, 1964. 155 pp.

Lists grammatical, spelling, and pronunciation differences in British and American English. Includes word lists and idioms with American English, British English, and Swedish equivalents. Introductory chapter briefly discusses historical development and broad regional characteristics of American English.

Foster, David William and Robert J. Hoffman. "Some Observations on the Vowels of Pacific Northwest English (Seattle Area)." *AS* 41:2.119-22 (1966).

Gove, Philip B. "Englishes of Other Lands." *QJS* 52:2.125-30 (1966).

A lexicographer discusses the problems of selecting dialect terms and regionalisms for inclusion in a general English dictionary, and of correctly attributing them to the proper sources. Terms are taken from usage by journalists, authors, officials, and scholars for whom English is a second language.

Hedberg, Johannes. "American Speech." *MSpr* 58:2.99-111 (1964).

A brief description of the phonology, segmental and supersegmental, of American English as compared with RP. The author favors the use of American speech for foreigners learning English.

Kachru, Braj B. "The 'Indianness' in Indian English." *Word* 21:3.391-410 (1965).

A study based on the written English of educated Indian bilinguals who use English as a foreign language. Topics covered include deviations in Indian English, the sources of Indianisms, formal equivalence and Indianisms, Indian English collocations, Indianisms and Indian context, hybrid Indianisms, language varieties and culture, and lexical categories and context.

Kelley, L.G. "The Phonemes of New Zealand English." *CJL* 11:2.79-82 (1966).

A comparison of General New Zealand with RP.

Kerr, Nora Fields. "The Pronunciation of Baltimore City English." *OP* 1:2. 13-68 (1966).

Kurath, Hans. *A Phonology and Prosody of Modern English*. Ann Arbor, Mich.: Univ. of Michigan Press, 1964. 158 pp.

Compares, from the structural point of view, the chief regional types of cultivated American English pronunciation with standard British English. Chapters include the phonemic system, the phonemes and prosody.

———. "Regionalism in American English." *The English Language in the School Program*. Robert F. Hogan, ed. Champaign, Ill.: National Council of Teachers of English, 1966. pp. 161-75.

Using examples of pronunciation, vocabulary, and grammatical variants, author shows the major speech areas and their subdivisions.

Labov, William. *The Social Stratification of English in New York City*. Washington, D.C.: Center for Applied Linguistics, 1966. xii, 655 pp.

Presents an analysis of the relationship between social class and occurrence of certain variables in the speech of a sampling of New York City dwellers. Surveys the related literature in the field, describes the situation, the method used in the study and the results, and draws out the conclusions and implications. Appendices include glossary of terms, a bibliography and the questionnaire used as part of the survey.

Makovskij, M.M. "Interaction of Areal Slang Variants and Their Correlation with Standard Language." *Linguistics* 7:42-54 (1964).

Defines slang and discusses present-day American, Australian, New Zealand, Anglo-Indian, and Canadian English.

Marckwardt, Albert H. and Randolph Quirk. *A Common Language: British and American English*. London: The British Broadcasting Corporation and The Voice of America, 1964. 79 pp. Tapes.

The transcription of a series of twelve taped radio conversations. Areas of difference and similarity are discussed, as well as regional varieties and the future of English.

McDavid, Raven I. "Sense and Nonsense about American Dialects." *PMLA* 8:2.7-17 (1966).

A general discussion of dialect, touching upon what it is and what it is not focused on teaching the standard dialect to the disadvantaged. In conclusion the author outlines the facts of American dialects and their significance.

Mohan, Kamal. "The English /ɜː/ as Replaced by Other Vowel-Sounds in the English Speech of Indians." *TEng* 8:2.7-11 (1964).

———. "A Note on /t/, /d/, /l/, and /r/ in R.P. and Indian Spoken English." *TEng* 9:1.18-19 (1966).

Porter, Ruth Schell. "A Dialect Study in Dartmouth, Massachusetts." *PADS* 43.1-43 (1965).

A study based on the speech of nine informants, focused on nautical, rural, and Portuguese influences on local speech.

Powell, David R. "American vs. British English." *LL* 16:1&2.31-39 (1966).

Views the question of preference between the phonologies of these two major varieties, a widespread problem in schools teaching English as a foreign language abroad. Discusses proposed solutions to the problem, including his own arguments for adopting American English for Latin American students.

Reed, Carroll E. *Dialects of American English*. (The New World Languages and Linguistics Series.) Cleveland: World, 1967. vii, 119 pp.

Examines the origins, settlements, and westward expansion of spoken American English dialects, based on data from the Linguistic Atlas. Includes thirty-two maps and a selected bibliography.

Spencer, John. "The Anglo-Indians and Their Speech: A Socio-Linguistic Essay." *Lingua* 16:57-70 (1966).

Presents a brief description of Anglo-Indian pronunciation and its historical and sociological background.

Turner, G.W. *The English Language in Australia and New Zealand*. (English Language Series.) London: Longmans, 1966. xi, 236 pp.

Considers the influence of such matters as the history of the area, immigration patterns, geography, and indigenous languages upon the English of Australia and of New Zealand. The presentation is essentially non-technical, although there is a great deal of comment upon linguistic theory—particulary semantic theory.

CONTRASTIVE STUDIES

GENERAL

Anderson, Tommy R. "A Case for Contrastive Phonology." *IRAL* 2:3.219-30 (1964).

Suggests that contrastive phonology provides vital information beyond what the teacher can discover from classroom experience about how a student learns sound differences that do not occur in his own language.

Brière, Eugène J. "An Investigation of Phonological Interference." *Language* 42:4.768-96 (1966).

Presents linguistic and psychological definitions of interference and describes the procedures and results of an experiment in which a composite language was recorded and taught to monolingual speakers of American English. Includes phonemic inventories of the composite language and of American English.

Bruton, J.G. "An Article of Faith Examined." *ELT* 19:3.120-23 (1965).

Presents the thesis that classroom experience is more useful than contrastive analysis in helping the teacher to deal with syntactical interference from the mother tongue.

Dingwall, William O. "Morpheme Sequence Classes: A Taxonomic Approach to Contrastive Analysis." *IRAL* 4:1.39-61 (1966).

Distinguishes between taxonomic (data-oriented) and theoretical (model-oriented) approaches to language, then explains and evaluates an example of the former, using data from the grammars of English and Melanesian Pidgin.

Hadlich, Roger L. "Lexical Contrastive Analysis." *MLJ* 49:7.426-29 (1965).

Suggests that presenting new-language vocabulary items separately rather than in relation to the native language will reduce native language interference.

Kirkwood, H.W. "Translation as a Basis for Contrastive Linguistic Analysis." *IRAL* 4:3.175-82 (1966).

Suggests that contrastive syntactic and semantic study through translation will help to establish cognitive control of the patterns.

Ney, James W. "Two Neglected Factors in Language Comparison." *MLJ* 48:3.129-34 (1964).

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———. *The Sounds of English and Italian.* (Contrastive Structure Series.) Chicago: Univ. of Chicago Press, 1965. vii, 76 pp.

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Ruiz, Macario B. "Hiligaynon/naga/vs. English V-s." *MSTEQ* 15:1&2.1-7 (1965).

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Van Syoc, Bryce. "Teaching English /r/ and /l/: With Special Reference to Speakers of Thai." *LL* 14:3&4.137-46 (1964).

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Wu, Carolina. *El Gerundio Espanol-Sus Equivalentes en los Idiomas Ingles, Frances y Aleman.* Trujillo, Peru: Universidad Nacional de Trujillo, Departamento de Idiomas y Lingüística, 1965. 43 pp.

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Zierer, Ernesto. "English-Japanese Structural Equivalences in Sentences with Defining Relative Clauses." *LC* 11:11-16 (1964).

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Allen, Harold B. *Linguistics and English Linguistics.* (Goldentree Bibliographies.) New York: Appleton-Century-Crofts, 1966. xi, 108 pp.

An unannotated, selective listing of books and articles. Major divisions include bibliographies, dictionaries, festschriften, linguistics, English language and English linguistics, language instruction, and special topics.

British Council. *Audio-Visual Material for English Language Teaching: A Catalogue.* 2nd ed. London: Longmans, 1967. 102 pp.

Lists tapes, records, films and programmed materials on British and American English. Provides information on components of course, publisher and price. Also includes materials for teachers.

Broz, James, Jr. and Alfred S. Hayes. *Linguistics and Reading: A Selective Annotated Bibliography for Teachers of Reading.* Washington, D.C.: Center for Applied Linguistics, 1966. iv, 22 pp.

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California, State Department of Education. *Suggested Bibliography of Materials Available for Use in English-as-a-Second-Language Classes.* Los Angeles: State Department of Education, 1966. 17 pp.

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Center for Applied Linguistics. *Aural Aids in English for Foreigners.* 2nd ed. Washington, D.C., 1964. 11 pp.

An annotated list of tapes and records prepared by Americans.

——. *English as a Second Language in Elementary Schools: Background and Text Materials.* Rev. ed. Washington, D.C.: Center for Applied Linguistics, 1967. 6 pp.

——. *Visual Aids for English as a Second Language.* Washington, D.C., 1965. 24 pp.

An annotated list of charts and pictures, films, filmstrips and slides, and games useful to the teacher. Included are background readings and articles on making and using the aids.

Croft, Kenneth. *Technical Glossaries and Dictionaries: All-English Editions.* Prelim. ed. Washington, D.C.: The American Language Institute, Georgetown University, 1966. 69 pp.

Partially annotated list of some 425 entries in fields of agriculture, mining, manufacturing, engineering, electricity, transport, commerce, aviation, space, biology, medicine, mathematics, chemistry and other physical and social sciences. Indices of names and short titles.

Eaton, Esther M., Mary E. Hayes and Helen L. O'Leary. *Source Materials for Secondary School Teachers of Foreign Languages.* Washington, D.C.: U.S. Government Printing Office, 1966. 30 pp.

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Kaplan, Robert B. *Bibliography of Materials for Teachers of English as a Second Language.* Los Angeles: Univ. of Southern Calif. Press, 1966. iv, 26 pp.

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Nostrand, Howard Lee, David W. Foster, and Clay B. Christensen. *Research on Language Teaching: An Annotated International Bibliography, 1945-64.* 2nd ed., rev. (Univ. of Washington Publications on Language and Language Learning, 1.) Seattle, Wash.: Univ. of Washington Press, 1965. xxi, 373 pp.

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Ohannessian, Sirarpi and Dorothy A. Pedtke. *Selected List of Materials for Teachers of English to Speakers of Other Languages.* Washington, D.C.: Center for Applied Linguistics, 1967. 14 pp.

Replaces *30 Books for Teachers of English as a Foreign Language* (see *RLM:2,* p. 22). For teachers both in the U.S. and overseas. Includes sections on general linguistics, the English language, and methodology; periodicals; and instructional materials, both texts and readers.

Ohannessian, Sirarpi and Ruth E. Wineberg. *Teaching English as a Second Language in Adult Education Programs: An Annotated Bibliography.* Washington, D.C.: Center for Applied Linguistics, 1966. 19 pp.

Includes background readings, teachers' guides and handbooks, adult education course materials, general course materials, and specialized English language texts and dictionaries.

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An unannotated listing divided into 25 categories including alphabet and writing systems, audio-visual aids, English language, general linguistics, linguistics and literature, morphology and syntax, psycholinguistics, research and statistics, teacher training and methods, testing, and translation.

Rice, Frank A. "Language Books in Paperbacks II." *LR* 7:5.1-5 (1965).

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An annotated list including entries on methodology, texts, dictionaries, readers, audiovisual aids and easy readings.

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ASAIHL Language Research Bulletin. Manila, Philippines: Language Study Center, Philippine Normal College, 1966—. Semi-annual.

Bulletin of the Association of Southeast Asian Institutes of Higher Learning. A collection of abstracts on completed and ongoing research studies on languages, including English, in use in Southeast Asia. Methodology, testing, and instructional materials are covered.

ATEFL Newsletter. London: Oxford Univ. Press, 1967—. Six times a year.

Bulletin of the Association of Teachers of English as a Foreign Language. Items of news about recent and future activities in the field, conferences, seminars, courses, and research projects. Issue No. 3 contains summaries of the main talks and discussion of the first conference of the Association.

BILC Bulletin. London: Bureau for International Language Coordination, Institute of Army Education, 1967–. Occasional.

Intended to coordinate and maintain contacts between language teaching efforts, especially by the military training centers, of the member countries, including Canada, the Federal Republic of Germany, France, Italy, the Netherlands, the United Kingdom, and the United States of America. Articles in English and French.

Brno Studies in English. Prague: Statni Pedagogicke Nakladatelstvi, 1959–. Irregular.

A series of studies in linguistics and literature reflecting the theories of the Prague Linguistic Group. Includes papers on the fundamental features of English structure, clarified by comparison with Czech and other Slavic languages.

Bulletin of the ERIC Clearinghouse for Linguistics. Washington, D.C.: ERIC Clearinghouse for Linguistics, Center for Applied Linguistics, 1967–. Six times a year.

Lists documents newly available in the fields of linguistics and related fields, English as a second or foreign language and standard English as a second dialect, and the uncommonly taught languages; and provides news on the ERIC system.

Conference Papers of the Association of Teachers of English as a Second Language of the National Association for Foreign Student Affairs. New York: NAFSA, 1964–. Annual.

Collections of the ATESL papers presented at the NAFSA Conferences. Provides broad coverage of the field. Of particular interest to teachers of English as a second language in American colleges and universities.

Educational Television International. London: Pergamon, 1967–. Quarterly.

Formerly the *CETO News*. Publishes articles on all matters relating to educational television and frequently offers articles on English as a second language instruction by television.

English as a Second Language Newsletter. San Diego, Calif.: The ESL Center, 1967–. Occasional.

News on activities of the San Diego ESL Center, of schools within the area, and of other centers and organizations outside the area. Also notes relevant publications and instructional materials. Includes a Spanish version of selections from the English edition.

English for Immigrants. London: Oxford Univ. Press, 1967–. Occasional.

A development of the Bulletin of the London Association of Teachers of English to Pupils from Overseas. Contains news and articles of practical interest to teachers, book reviews, and correspondence.

The English Language Teacher. New York: McGraw-Hill, 1967–. Quarterly.

Includes non-technical articles of theoretical and practical interest, news, book reviews, comments and correspondence on English to speakers of other languages. Aims to maintain an international scope.

Englisch: Eine Zeitschrift fur den Englischlehrer. Berlin: Cornelsen, 1966– . Quarterly.

Intended for teachers of English at all levels. Contains articles on methodology, the use of audio-visual materials, vocabulary and usage, conversation and reading. Most contributions are in German.

L'Enseignement de l'Anglais Au Sénégal. Dakar: Centre de Linguistique Appliquée de Dakar, 1965– . Irregular.

Monographs dealing with theories of teaching English in Senegal, including particular comment on pronunciation; the results of attitude and achievement testing; and contrastive studies of English, Wolof, and French.

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A journal of information and practical suggestions for teachers of English in German universities. Includes articles on problems of structure, usage, and methodology; notes on new programs, experiments, activities and organizations; and book reviews. Published for the Deutscher Volkshochschul-Verband.

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Includes articles in English and Portuguese on subjects of particular interest to teachers of English to speakers of Portuguese, as well as book reviews and relevant news items.

Études de Linguistique Appliquee. Centre de Linguistique Appliquée (Besançon). Paris: Didier, 1962– . Irregular.

Series includes papers (mostly in French) on language teaching, linguistic analysis, and linguistic statistics.

International Conference on Second Language Problems. Washington, D.C., London, Paris: Center for Applied Linguistics, English-Teaching Information Centre, Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises à l'Etranger, 1964– . Annual.

Reports of the Conference, which is an informal annual meeting of specialists in problems of the use of languages of wider communication, especially English and French, in Asia, Africa, and Latin America. Covers significant developments in teaching and research programs, policy changes, techniques, materials, teacher preparation, and administration during the preceding year.

The Inter-Pret Newsletter: An International Publication for Persons Who Teach English to Speakers of Other Languages. Rio Piedras, Puerto Rico: Univ. of Puerto Rico, 1966– . Quarterly.

Replaces ***PRET*** (see entry ***RLM:2***, p. 25). Continues to include items of specific interest to Puerto Rican teachers, information on meetings and institutes, and book reviews, but has now expanded to include international coverage of the English language teaching situation.

Journal of English Linguistics. Bellingham, Wash.: Western Washington State College, 1967–. Annual.

Covers the modern and historical periods of the English language, all dialects and world varieties of English. Contains articles and book reviews.

Journal of English as a Second Language. New York: The American Language Institute, New York Univ., 1967–. Semi-annual.

Formerly *Occasional Papers*. Includes editorials, articles, correspondence, and book reviews.

Language-Teaching Abstracts. Cambridge and New York: Cambridge Univ. Press, 1968–. Quarterly.

Edited by the English-Teaching Information Centre of the British Council, and the Centre for Information on Language Teaching. Surveys over 300 journals. Each issue contains about seventy-five abstracts of articles on language and linguistics, particular languages, language learning and teaching, psychology, education theory, and other related fields. Incorporates *English-Teaching Abstracts*, published by the British Council (1961-1967).

L.A.T.E.P.O. Bulletin. London: The London Association of Teachers of English to Pupils from Overseas, 1966–. Occasional.

Contains articles on practical methodology, reports on ESOL programs in specific schools, and reviews of relevant literature.

Nigeria English Studies Association Newsletter. Abeokuta, Western Nigeria: Nigeria English Studies Association, 1966–. Occasional.

Covers the activities of the association in connection with the study and teaching of English language and literature in Nigeria.

Occasional Papers: A Publication of The American Language Institute, New York University. Philadelphia: Chilton, 1965-67. Semi-annual.

Includes discussion of theoretical and practical problems as they bear on teaching English as a foreign language, as well as bibliographies in the field, notices of meetings, and book reviews. (See *Journal of English as a Second Language*, above.)

On Teaching English to Speakers of Other Languages. Champaign, Ill.: NCTE, 1965-66; Washington, D.C.: TESOL, 1967. Annual.

Proceedings of the first three conferences which led to the formation of the association of Teachers of English to Speakers of Other Languages. Papers cover a variety of theoretical and practical topics in the field, for teachers of all age groups and levels of instruction. Conference papers from 1967 will be published in the *TESOL Quarterly* (see below).

TEFL: A Bulletin for the Teaching of English as a Foreign Language. Beirut, Lebanon: Center for English Language Research and Teaching of the American University of Beirut, 1966–. Quarterly.

A newsletter for teachers of English in the Arab world. Included are articles on methodology, notices of meetings, and book reviews.

TESOL Newsletter. Washington, D.C.: TESOL Association, 1967– . Occasional.

News items, articles, reports, surveys, and book reviews. First few issues contain extensive bibliographies on the teaching of English and related fields such as linguistics, educational theory and research, and psychology.

TESOL Quarterly. Washington, D.C.: TESOL Association, 1967– . Quarterly.

A journal containing articles on theoretical and practical topics; reviews of new publications; correspondence; and papers from the annual TESOL conference.

Test Collection Bulletin. Princeton, N.J.: Educational Testing Service, 1967– . Six times a year.

Lists new acquisitions of the Educational Testing Service library; announcements of new tests, test bibliographies, reference volumes on tests, and reviews of tests in professional journals; publisher changes and tests no longer available; and test scoring services and systems.

Methodology

LANGUAGE TEACHING

Advances in the Teaching of Modern Languages. 2 vols. Oxford: Pergamon. 1964–1966.

Volume 1, edited by B. Libbish; contains eighteen papers dealing with such topics as age and language learning, teaching aids, examination techniques, and advances in language teaching in Canada, Holland, and the United States. Volume 2, edited by G. Mathieu, shows how some of the new procedures are being put into effect. Includes papers on programmed instruction, preparation of teachers, the role of the administrator, and foreign languages in the elementary school.

Ager, D.E. "Techniques in Advanced Language Teaching." *AVLJ* 5:1.5-10 (1967).

Categorizes foreign language teachers as "structuralists" or "contextualists," identifying the basic characteristics of each group, and in particular, the typical techniques and drill types peculiar to each.

Anthony, Edward M. "A Dichotomy of Method: Mimic-Memorize and Pattern Practice." *FFLR* 4:2.6, 8, 16, 18 (1965-66).

Author differentiates between the two methods of the oral approach and describes the use of contrastive analysis, the presentation of vocabulary and structure, drill material, and the use of translation in these two methods.

Barrutia, Richard. "Some Misconceptions About the Fundamental Skills Method." *Hispania* 49:3.440-46 (1966).

A review of and answer to criticisms of the audio-lingual method.

———. "Some Pedagogical Dangers in Recent Linguistic Trends." *IRAL* 4:3.157-64 (1966).

Comments on both the rule-oriented and the inductive methods of language teaching. Proposes a middle ground where the rule is elicited from the student in the middle of the drill, and practice then continued.

Belasco, Simon. "Nucleation and the Audio-Lingual Approach." *MLJ* 49:8.482-91 (1965).

Discusses nucleation, and the necessity for stress on the comprehension rather than the production aspect of the audio-lingual method at the intermediate level.

———. "Structure Plus Meaning Equals Language Proficiency." *FFLR* 4:3.13-14 (1966).

Stresses the necessity for teaching surface and deep structure, and skill in semantic interpretation.

Belyayev, B.V. *The Psychology of Teaching Foreign Languages.* Translated by R.F. Hingley. New York: Macmillan, 1964. ix, 230 pp.

A review, from the point of view of their psychological bases, of the problems of foreign language teaching. Based on a study of Soviet schools. Areas covered include the role of practice, the role of consciousness, the visual principle, teaching vocabulary, the use of translation, types of foreign language command, and the physiology of language use. Last essay summarizes some general methodological conclusions and proposals.

Berggren, Ola. "The Use of Translation in Language Teaching and Testing: With Special Reference to the Teaching of English in Finland." *MS* 60:1.17-34 (1966).

Comments on the unsatisfactory results of the present emphasis in Finland on translation in teaching and testing. Outlines a "proper use of translation" and notes the need for reform based on experimental data.

Bourque, Jane M. "Time-Saving Techniques for Lab and Classroom." *FR* 37:5. 568-74 (1964).

Practical suggestions for correction of homework, cultural and vocabulary enrichment, testing, grading and use of the laboratory which are designed to free the teacher for creative teaching.

Bourquin, Guy. "Niveaux, Aspects et Registres de Langage: Remarques à Propos de Quelques Problèmes Théoriques et Pédagogiques." *Linguistics* 13:5-15 (1965).

Cables, Virginia. "How Do We Teach Comprehension?" *MLJ* 50:3.141-44 (1966).

Contending that comprehension must be taught, author recommends an integrated presentation of all language skills from the very beginning, with constant emphasis on understanding and meaningful use of learned forms.

Calvert, Laura. "The Role of Written Exercises in an Audio-Lingual Program." *Hispania* 48:2.313-16 (1965).

Comparing a Peace Corps intensive (Spanish) course with a regular college course using the same text, author advocates the use of written work to complement oral drill, and the overt teaching of grammatical principles.

Chandrasekhar, A. *A New Approach to Language Teaching.* Delhi: The Linguistic Circle of Delhi, 1965. 111 pp.

Examines language teaching problems and past and current methods of dealing with them. Introduces the context method with its concept of the "base language." Also includes sections on aims of language teaching, techniques of constructing lessons, teaching aids, language camps for learning in a natural situation, and evaluation.

Childers, J. Wesley. *Foreign Language Teaching.* New York: Center for Applied Research in Education, Inc., 1964. viii, 120 pp.

A discussion of the background and present status of foreign language teaching and teacher training in the United States. Of general interest to the teacher of English are the chapters on methodology and on audio-visual aids.

Ching, Doris C. "Methods for the Bilingual Child." *EE* 42:1.22-27 (1965).

Reviews methods used in several experimental programs for the teaching of bilingual children in the United States, and recommends controlled studies of each to determine its effectiveness.

Corder, S. Pit. *The Visual Element in Language Teaching.* (Education Today: Language Teaching.) London: Longmans, 1966. xi, 96 pp.

A non-technical discussion of the general principles of language teaching including the roles of meaning, context, and situation. Followed by an analysis of why and how visual techniques (pictures, films, film strips, television) are used in language teaching.

Council of Europe, Council for Cultural Co-operation. *Recent Developments in Modern Language Teaching.* (Education in Europe. Section IV-General-No. 1.) Strasbourg, 1964. 43 pp.

Contains the resolutions of the second and third conference of European Ministers of Education and a summary report of three Council of Europe seminars on the teaching of modern languages.

——. *Research and Techniques for the Benefit of Modern Language Teaching.* (Education in Europe. Section IV-General-No. 3.) Strasbourg, 1964. 187 pp.

Reports on a refresher course for participants from European countries held in 1963. Includes a section on new research covering basic vocabulary and basic grammatical constructions and one on new methods dealing with the language laboratory and various audio-visual methods.

Dodson, C.J. *Foreign and Second Language Learning in the Primary School.* (Pamphlet No. 14.) Aberystwyth: Faculty of Education, Univ. College of Wales, 1966. 47 pp.

Describes experiments involving language learning and methodology. Subjects were 26 children, bilingual in Welsh and English, who were learning German.

——. *Language Teaching and the Bilingual Method.* Cambridge: Heffer, 1967. vii, 182 pp.

Reviews data resulting from various educational experiments and analyzes existing methodological approaches, including grammar-translation and direct methods, and eclectic combinations of the two. Introduces and describes the steps of the "bilingual method" and the use of aural and visual aids. Section on bilingual method includes special suggestions for the teacher-in-training.

Dutton, Brian, ed. *A Guide to Modern Language Teaching Methods.* (Audio-Visual Language Association Publication No. 1.) London: Cassell, 1965. 205 pp.

Contains three essays, on the audio-visual method, the audio-lingual method, and programmed instruction, with theoretical background and methodological suggestions for each. Examples are primarily for French but underlying techniques are relevant to other foreign languages.

"L'Enseignement des Langues Vivantes." Special Issue of *Cahiers Pédagogiques* (Lyons), No. 47, April 1964. 184 pp.

Articles of general methodological interest on linguistics and the teaching of languages, including English, audio-visual aids, texts, tests, teacher training, and teaching problems at the secondary and adult levels.

Eriksson, Marguerite, Ilse Forest and Ruth Mulhauser. *Foreign Languages in the Elementary School.* Englewood Cliffs, N.J.: Prentice-Hall, 1964. viii, 185 pp.

While intended for the elementary school teacher of French, teachers of English would be interested in the chapters on lesson planning, teaching reading and writing, review and testing, teaching culture, and audio-visual material, and in the appendices describing games and commenting on in-service training.

Etmekjian, James. *Pattern Drills in Language Teaching.* New York: New York Univ. Press, 1966. xii, 307 pp.

Analyzes the principles and techniques involved in the construction and use of pattern drills, and gives examples of various kinds of drills for use in presenting, teaching, and testing structures. Examples are from French but easily adaptable to other languages.

Finocchiaro, Mary. *Teaching Children Foreign Languages.* New York: McGraw-Hill, 1964. 210 pp.

A non-technical guide with specific examples of tested classroom practice and materials. Included are chapters on knowledge and attitudes of teachers, development of language skills, making teaching effective, and preparation and adaptation of materials. Bibliography and glossary of useful terms.

Fleming, Gerald. "Meaning, Meaningfulness and Association in the Context of Language Teaching Media." *Praxis* 13:2.150-56 (1966).

Suggests that meaningfulness of connotation and association in a verbal unit aids motivation, retention and organization in the classroom learning situation.

Fried, Vilém. "The Prague School and Foreign Language Teaching." *Acta Universitatis Carolinae—Philologica* 11:3.15-32 (1965).

A presentation of a lesser-known activity of the Prague School linguists: practical application of their theories concerning functional structural language analysis to the field of language teaching. The author points to visible results in the form of modern textbooks, contrastive analyses, and revised national attitudes toward "correctness in modern Czech usage."

Gefen, Rafael. "A Plea for More Linguistics in Second Language Learning." *AVLJ* 5:1.12-16 (1967).

Protests the anti-linguistic bias held by some educators and demonstrates the contributions to the language teacher that linguistics can make in the areas of subject matter, educational psychology, and methodology.

———. "Theoretical Prerequisites for Second-Language Teaching." *IRAL* 4:4.227-33 (1966).

Analyzes from the point of view of second language teaching aspects of several theories of language acquisition, models of grammar and pedagogical strategies, and advocates eclectic pragmatism in adapting these to classroom use.

Grew, James H. "Toward Better Classroom Teaching." *MLJ* 48:2.83-88 (1964).

Suggests pedagogical do's and don't's for the new language teacher.

Guberina, Petar. "La méthode audio-visuelle structuro-globale." *RPA* 1:35-64 (1965).

A detailed presentation of the Saint-Cloud method including its history, its physical and linguistic bases, its pedagogical applications, and the roles assigned by the method to the teacher and the laboratory.

Guénot, Jean. *Clefs pour les langues vivantes.* Paris: Seghers, 1964. 190 pp.

Discusses various aspects of first and second language learning and use, and outlines recent developments in foreign language teaching methodology, including the oral method, audio-visual aids, the language laboratory, and programmed instruction.

Hall, Robert A., Jr. *New Ways to Learn a Foreign Language.* New York: Bantam, 1966. 180 pp.

A non-technical presentation of the technique, based on linguistics, of language-learning in general. Includes chapters on ways of learning, the nature of language, building new language habits, interference from old habits, and language in context. Appendix A contains brief descriptions of eight languages and difficulties encountered in learning them.

Halliday, M.A.K., Angus McIntosh, and Peter Strevens. *The Linguistic Sciences and Language Teaching.* London: Longmans, 1964. xix, 322 pp.

Deals with the intercommunication of linguistics and language teaching. Part One includes sections on linguistics and phonetics, and on language comparison and translation. Part Two contains sections on studying the native language, learning foreign languages, and on English at home and abroad. Bibliography.

Hamilton, T. Earle. "The Audio-Lingual Method in the University: Fad or Panacea?" *Hispania* 49:3.434-40 (1966).

A criticism of the use at the university level of an approach to language teaching which emphasizes spoken fluency at the expense of the understanding of structure.

Hartmann, R.R. and F.C. Stork. "The Place of Grammar and Translation in the Teaching of Modern Languages." *IL* 3:3.73-75 (1964).

Defines grammar and translation and comments on what their role has been and should be in language teaching.

Hawley, D.C. "In Search of a Synthesis." *MLJ* 49:1.19-21 (1965).

Asks for a synthesis of the best aspects of both the traditional and the audio-lingual methods.

Hocking, Elton. "Counter-Revolution in Foreign Language Teaching." *Foreign Language Newsletter of the Foreign Language Association of Northern California* 15:59.8-12 (1966).

Summarizes recent criticism of the audio-lingual method. Pleads for the use of audio-lingual or programmed reading rather than sophisticated literature at the intermediate and advanced levels.

Kaczmarski, Stanislaw P. "Do's and Don't's for the Teacher of Foreign Languages." *Glottodidactica* 1:109-14 (1966).

A practical presentation of the audio-lingual method with comments on the non-native-speaking teacher's self-development in language and teaching facility, and suggestions for classroom presentation to the students.

Kaiser, Grant E. "Form and Substance in Language Teaching." *FR* 37:3.339-42 (1964).

Author feels that in modern foreign language teaching there is no clear distinction between *how* to teach (using the laboratory, programmed instruction, testing, etc.) and *what* to teach. Pleads for more depth in elementary college language courses. Examples are from French.

Kelly, Leo L. "Dialogue Versus Structural Approach." *FR* 37:4.432-39 (1964).

Questions the heavy reliance on dialogues as a way of presenting new material. Suggests experimentation to determine the merits of the monostructural approach where the student learns one structure at a time, in oral, then written, form. Reference is to French.

Kenney, Morgan. "Applied Linguistics and the Teacher." *CMLR* 22:4.47-49 (1966).

Brief comment on the problems faced by teachers trying to develop oral fluency through traditional type materials. Points out some of the contributions of applied linguistics to the solution of such problems.

Kieser, W.E. "On the Judicious Use of English in the Teaching of Modern Languages." *CMLR* 22:2.13-23 (1966).

Reviews various methods with special attention to the problem of comprehension versus fluency in the target language, and outlines, with examples from a French course, appropriate use of the native language in pronunciation, reading, grammar, and remedial lessons.

Kozevnikova, Kveta. "Moznosti audio-aktivni formy pri nacviku konverzace [Using audio-active forms in conversation practice]." *CJŠ* 7:1.10-18 (1963-64).

A discussion of uses of dialogues for classroom practice.

Lado, Robert. *Language Teaching: A Scientific Approach.* New York: McGraw-Hill, 1964. xiv, 239 pp.

An introduction to areas of learning which the author feels are necessary in following a scientific approach to language teaching. Topics include linguistics in relation to the target and source languages, human learning, techniques of teaching, testing, the language laboratory and other technological aids, reading, writing, cultural content and literature, teaching machines and programmed learning. Contains many practical suggestions for language teaching.

Lane, Harlan. "Programmed Learning of a Second Language." *IRAL* 2:4.249-301 (1964).

Defines two types of terminal behavior for programming second language instruction: *formal* (how to say things) and *thematic* (what to say). Argues that only a response combining the two repertoires can be considered meaningful, and that both types must be taken into consideration in teaching. Discusses teaching principles involved, and describes methodology and results of several experiments attempting selective conditioning of desired behavior.

Leeson, R. "Oral Composition with Advanced Students: An Integrated Technique." *AVLJ* 4:2.69-73 (1966–67).

Suggests that preparation for oral composition include class and laboratory practice in which there is concentration on content, as well as progression from controlled to free expression.

Lowe, Margaret and John Lowe, eds. *On Teaching Foreign Languages to Adults: A Symposium.* Oxford: Pergamon, 1965. xxii, 152 pp.

Includes articles on the language laboratory, teaching languages by radio, and teaching languages for specific purposes such as the army and industry.

Macaulay, R.K.S. "Syllabus Planning in the Part-Time Institute." *ELT* 18:3. 116-21 (1964).

Advocates a teaching and testing approach which sets realistic goals that take into account limitations of learning time, and assesses accurately the significance of errors.

Mackey, William F. "Applied Linguistics: Its Meaning and Use." *ELT* 20:3. 197-206 (1966).

Author points out some of the problems in trying to "apply" linguistics to language teaching, criticizing ways it is done now and advocating a more "practical" training for language teachers.

———. *Language Teaching Analysis.* London: Longmans, 1965. xi, 554 pp.

Contains three main sections: "Language" covering such topics as the nature of language, descriptive analysis, contrastive studies, and language learning theory; "Method" dealing primarily with selecting and ordering language features to be taught and the form in which these are presented; and "Teaching" with discussions on lesson planning, teaching techniques, programmed instruction and language testing. Comprehensive topical bibliography.

Mathieu, G. "'Pitfalls of Pattern Practice,' An Exegesis." *MLJ* 48:1.20-24 (1964).

Detailed discussion of how to conduct pattern practice drills including use of gesture, feedback of correct response, steps in drilling, and retracing for slow learners.

McKenzie, L.J.M. "Scientific Language Teaching." *Praxis* 12:3.209-21 (1965).

Presents the elements of the linguistic approach to language teaching with particular comment on audio-visual aids as used in France and Britain.

Mead, Robert G., Jr., ed. *Language Teaching—Broader Contexts: Reports of the Working Committees.* New York: Northeast Conference on the Teaching of Foreign Languages, 1966. 103, A-28 pp.

Gives an overall view of the contribution of linguistics to language teaching, approaching, in various ways, the psychological foundations upon which theories of methodology have been based; experiment and research in language teaching; and the applications of the insights, methods or findings of linguistic science to practical problems of language learning.

Miller, James Dale. *The Visual Adjunct in Foreign Language Teaching.* Philadelphia: Chilton Books, Center for Curriculum Development in Audio-Visual Language Teaching, 1965. iv, 97 pp.

The author's doctoral dissertation, consisting of a controlled experiment comparing the audio-lingual method with the audio-lingual-visual method, in terms of efficiency in teaching and motivating. Subjects were four classes of seventh graders studying French. Test given at the end of one year was the MLA Cooperative French Test for listening, speaking, and reading. Results favored the use of visual aids in conjunction with the audio-lingual approach.

Modern Foreign Language Teaching. 4 vols. Berlin: Pädagogische Arbeitsstelle and Sekr. Pädagogisches Zentrum, 1964-65.

Includes preprints of papers and the final report of the International Conference of Modern Foreign Language Teaching, held in Berlin in 1964. Papers survey the field, emphasizing the spoken language and ways of effectively integrating new instructional media. Part 3 is *International Directory of Audio-Visual and Programmed Foreign Language Courses and Materials.*

Modern Language Association of America. "Advice to the Language Learner." *MLJ* 50:5.260-63 (1966).

A brief consideration of language in general; the three techniques in language learning: imitation, analogy and analysis; the need for practice; memorizing; and reading and writing.

Monod-Cassidy, Hélène. "The New Audio-Visual Student." *MLJ* 50:1.15-18 (1966).

Comments on the oral method and stresses the need for psychological preparation.

Moulton, William G. "'Enation' and 'Agnation'." *FFLR* 4:3.9-10, 12, 16, 18 (1966).

Author presents an analysis of "enation" and "agnation" (terms for the concepts underlying substitution and transformation drills) in the belief that an understanding of these concepts will lead teachers to a deeper understanding of the grammars of foreign languages.

Nostrand, Howard Lee. "The Foreign Culture: What Do We Do About It Now?" *DFL Bulletin* 5:2.5-6 (1966).

A discussion of the place of culture in the foreign language course. Suggests the teacher must decide what cultural components are to be learned, when they are to be presented, and how they are to be related to the rest of the curriculum and to the student's interests.

Ornstein, Jacob and Robert Lado. "Research in Foreign Language Teaching Methodology." *IRAL* 5:1.11-25 (1967).

Lists sources of information on current research; describes general approaches and specific problems in language teaching, developments in electro-mechanical devices and self-instructional aids, and some of the activities and advances in countries of Europe; indicates possible directions and objectives for future research.

Orwen, Gifford P. "Reflections on the Textbook Jungle." *FR* 37:5.557-64 (1964).

In stressing the necessity for an eclectic approach to language teaching on the college level, the author discusses the advantages and disadvantages of the aural-oral method. Reference is to French but of general interest.

Palmer, Harold E. *The Principles of Language-Study*. (Language and Language Learning Series.) London: Oxford Univ. Press, 1964. vii, 142 pp.

Reprint of a classic presenting practical steps for the learner and teacher of foreign languages. The emphasis is on language as a group of habits and on the primacy of the spoken language.

Pattison, Bruce. "Modern Methods of Language Teaching." *ELT* 19:1.2-5 (1964).

Describes five conditions of successful teaching: an oral approach, constant contextualization, overlearning, selection, and grading. Notes the usefulness, as well as the limitations, of mechanization.

———."Psychological Aspects of Language Learning." *ML* 45:1.13-17 (1964).

Comments on the importance of motivation in language learning and as principles for successful teaching lists selection, grading, contextualization, and practice.

Politzer, Robert L. "The Effective Use of the Structure Drill." *FR* 38:5.674-80 (1965).

As a preliminary to the formulation of hypotheses regarding good language teaching, author describes differences observed in the conduct of pattern drill by an average and a good teacher.

———. "The Eternal Dilemmas." *FFLR* 4:2.11-12, 14 (1965-66).

Presents through a series of conversations the "conditioned" and the "conceptualized" approaches to language teaching and suggests that compromise, based on research, is necessary at each step.

———. "The Impact of Linguistics on Language Teaching: Past, Present, and Future." *MLJ* 48:3.146-51 (1964).

Suggests through an historical presentation that linguistics, educational psychology, and attitudes toward international communication influence methodology of foreign language teaching.

———. "The Macro and Micro Structure of the FL Curriculum." *MLJ* 49:2.99-102 (1965).

Suggests that progress from listening/speaking to reading/writing, from control to freedom should be part of every lesson, not just characteristic of the course as a whole.

———. "Pattern Practice for Reading." *LL* 14:3&4.127-35 (1964).

Presents rationale behind pattern practice approach to developing reading skills, and suggests methods for teaching instant recognition of visual cues expressing grammatical meaning.

———. "Some Reflections on Pattern Practice." *MLJ* 48:1.24-28 (1964).

Discusses advantages and disadvantages of pattern practice while cautioning that time devoted to thorough drilling necessarily limits number of structures taught.

———. "Some Reflections on Transfer of Training in Foreign Language Learning." *IRAL* 3:3.171-77 (1965).

The author proposes that students be taught the universally applicable concepts of substitution and transformation as ways of generating new sentences from familiar patterns. These concepts might be taught first in the native language in the hope that once established they could be transferred to the foreign-language learning situation.

Rivers, Wilga. "Listening Comprehension." *MLJ* 50:4.196-204 (1966).

A presentation of the theoretical concepts basic to listening comprehension, and suggestions based on these concepts, for developing the students' skills in recognition and selection of language cues.

Rondeau, Guy. *Initiation à la Linguistique Appliquée à l'Enseignement des Langues.* Montreal: Centre Educatif et Culturel, 1965. x, 141 pp.

An introduction to the concepts of linguistics relevant to language teaching, followed by a chapter on problems needing discussion, with bibliographical references for each, and a concluding chapter on audio-visual techniques. In French.

Rusiecki, Jan. *O nauczaniu języków obcych: Zarys metodyki ogólnej kursu podstawowego* [The Teaching of Foreign Languages: Outline of General Methodology of the Basic Course]. Warsaw: Państwowe Zakłady, 1964. 155 pp.

Author discusses problems of teaching basic language courses in elementary and secondary schools. Emphasizes the universality of methodology involved in teaching the phonology, morphology and syntax of a given foreign language. Appended source bibliographies.

Sacks, Norman P. "Some Aspects of the Application of Linguistics to the Teaching of Modern Foreign Languages." *MLJ* 48:1.7-17 (1964).

Illustrates the application of linguistics to the teaching of Spanish, French, and German, and stresses the necessity for comparison of the target language with English.

Sager, Juan C. "Pattern Drills in the Language Laboratory." *IL* 4:3.70-72 (1965).

Comments on the importance of patterns and on the preparation and use of drills.

Santos, Rolando A. "'The New Key' Approach to Modern Foreign Language Teaching." *PJLT* 3:3-4.55-65 (1965).

Author equates "New Key" approach with the "direct", "second language" or "aural-oral" approach, and points out main characteristics.

Scherer, George A.C. and Michael Wertheimer. *A Psycholinguistic Experiment in Foreign-Language Teaching*. New York: McGraw-Hill, 1964. xiii, 256 pp.

A report of a study comparing an audio-lingual method with a grammar-translation method of language teaching. Subjects were students learning German at the University of Colorado. Report describes procedures and results of the experiment and also examines the adequacy of new techniques for measuring competence in a second language.

Spolsky, Bernard. "A Psycholinguistic Critique of Programmed Foreign Language Instruction." *IRAL* 4:2.119-29 (1966).

A discussion of the compatibility of programmed instruction, and B.F. Skinner's theory of learning upon which it is based, with the assumptions of modern foreign language teaching. Comments on various experimental programs, and suggests incorporating elements of the technique into a larger program with provision for dealing with syntax and semantics.

Strevens, Peter. *Papers in Language and Language Teaching*. (Language and Language Learning Series.) London: Oxford Univ. Press, 1965. viii, 152 pp.

A collection of the author's papers, most of them originally published between 1961 and 1964.

Sweet, Henry. *The Practical Study of Languages: A Guide for Teachers and Learners.* (Language and Language Learning Series.) London: Oxford Univ. Press, 1964. xiii, 276 pp.

A classic, first published in 1899. Concerned with both theoretical and practical aspects of language teaching and learning which are still relevant to language teachers today. Deals with phonetics, orthographies, the spoken language, principles of method, grammar, texts, translation, conversation, composition, literature, and background research.

Titone, Renzo. *Le Lingue Estere: Metodologia Didattica.* (Enciclopedia delle scienze e dell'educazione, vol. 13.) Zurich: Pas-Verlag, 1966. 618 pp.

A comprehensive reference work covering various aspects of methodology of foreign language teaching. Includes treatments of the scientific foundations and historical development of language teaching; contributions of linguistics, psychology and education; scientific research in the field; child language, bilingualism and sociolinguistic factors; methods and materials; new technological perspectives; and a systematic overview of the elements of the language learning process. Surveys a wide scope of United States, British, French, Scandinavian, Slavic, and German approaches to the subject. Each main section is followed by a topical reference list. Appended is an annotated and categorized bibliographic guide to significant sources.

U.S.S.R., Ministry of Higher and Secondary Special Education. *Inostrannye jazyki v vyšej skole* [Foreign Languages in Higher Education]. Issue 2. Moscow: Vyšaja Škola, 1966. 150 pp.

A collection of studies on administrative and methodological problems in the teaching of foreign languages in universities and institutes. Papers (all in Russian) are grouped into categories entitled Discussion, Experimental Methodology, Programmed Instruction, Experience in Higher Education, Linguistics, Consultation, Book Review and Bibliography, and Overseas.

Valdman, Albert, ed. *Trends in Language Teaching.* New York: McGraw-Hill, 1966. xxii, 298 pp.

A collection of fourteen articles on recent developments relative to the field of language teaching. Topics include the psychology of language learning, contrastive analysis, testing, programmed instruction, language laboratories, television, FLES, and literature.

Vuletic, Branko. "La correction phonétique par le système verbo-tonal." *RPA* 1:65-76 (1965).

Notes the importance of correct pronunciation and the inadequacy of certain teaching techniques for producing it. Advocates the "système verbo-tonal," and SUVAG Lingua (Système Universel Verbo-tonal d'Audition—Guberina Lingua), an electronic device constructed for use with this system.

Warden, J.G. "Suggestions for a Course in Oral Translation." *IL* 5:3.70-76 (1966).

Detailed outline of an oral translation course for advanced language students. Covers selection of texts and phases of the course with suitable exercises for each.

West, Michael. "Language Without Words." *ELT* 20:3.213-16 (1966).

Describes two experiments in language teaching, using gestures such as the deaf use, and symbols somewhat like ancient glyphs, to convey an idea without using the language of the learner before the idea can be conveyed in the new language.

"Why Not Pattern Drills?" *CDFLN* 4:4.5-6 (1966).

Points out four negative results of an audio-lingual approach based primarily on pattern drills, and contrasts this type of course with courses of the St.-Cloud method.

Wilson, Jacques M.P. *Metodología para la Enseñanza de Idiomas Extranjeros.* San Antonio, Tex.: Our Lady of the Lake College, 1966. ii, 89 pp.

A concise, comprehensive introduction, in Spanish, to the use of linguistic methods in teaching second languages. Author emphasizes importance of developing aural-oral ability before reading and writing skills and explains and illustrates the basic Mim-Mem technique, substitution, transformation and expansion drills. Also discusses types of examinations, contrasting English/Spanish phonemes and use of audio-visual materials. Examples used throughout contrast Spanish and English but techniques can be applied to other languages. Selected bibliography of titles in English.

TEACHING ENGLISH

GENERAL

Allen, Harold B., ed. *Teaching English as a Second Language: A Book of Readings.* New York: McGraw-Hill, 1965. 406 pp.

Selected articles drawing from the works of American, British, Australian, Canadian, and Philippine writers. After an initial section on theories and approaches, four parts are devoted to the teaching of English speech, structures, vocabulary, and usage and composition. These are followed by sections on teaching the printed word, methods and techniques, teaching with audio-visual aids, and testing.

Ayalde, Rosita. "Direct and Indirect Discourse." *MSTEQ* 16:2&3.55-58 (1966).

Notes on teaching direct and indirect speech, with suggested oral drills and written exercises.

Baldi, Sergio and Edgardo Mercanti. *L'insegnamento della lingua inglese: metodologia e didattica.* Firenze: Felice le Monnier, 1964. vii, 189 pp.

A general treatment of methodology of English teaching, intended to bring the Italian teacher of English up to date on the recent innovations in methods and goals of language teaching. Part One includes chapters on the professional preparation available at Italian Faculties. Part Two discusses the teaching of modern languages in Italy, the nature of language, and various specific problems such as selecting and grading materials, phonetics, spelling, dictation, composition, translation, audiovisual aids, and evaluation. Selective bibliography.

Bamgbose, A. "Linguistics and the Secondary School Teacher." *WAJE* 9:2.65-69 (1965).

Illustrates differences between the linguistic and non-linguistic methods of teaching and outlines some general principles of linguistics with their applications in first and second language teaching and testing.

Bowen, J. Donald. "Bilingualism, Ambilingualism, and Language Teaching." *FFLR* 4:2.15, 18 (1965-66).

Discusses standards of achievement as dictated by the needs of the student: "Cultural English" required for communication; "Functional English" necessary for working efficiently and quickly in the language; "Local English," a practical competence in places where English is a second language; and "Inconspicuous English," near native speaker level, requisite to adjusting to an English speaking community.

———. "A Multiple Register Approach to Teaching English." *Estudos Linguisticos* 1:2.35-44 (1966).

Classifies varieties of usage according to key, a formality scale; mode, the oral versus the written with the latter having its own set of formality keys; and pitch, which represents the adjustments made by the speaker on the basis of information about the receiver. Suggests that the systematic presentation of register differences should be the main emphasis of advanced language classes.

———. "TESOL: The Groundwork." *AVI* 11:8.618-20 (1966).

A review of the development of TESOL as a professional field and of some of the new awarenesses concerning the problems of first and second language teaching and of materials production. Describes the increasing need for English teachers and teacher trainers throughout the world, and some of the programs being developed to meet these needs.

Brengelman, Frederick H. and John C. Manning. *A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils Whose Primary Language Is Spanish*. Washington, D.C.: USOE, 1966.

Description and evaluation of an English-language program begun in Fresno County in 1964. The program was based on contrastive analysis with elements of min-mem and audio-lingual methods. Appendices include sample lessons, charts, forms used and overall schedule of lesson plans.

California, Los Angeles City Schools, Division of College and Adult Education. *Procedures for Teaching English as a Second Language: An Adult Education Handbook*. Los Angeles, 1964. vii, 12 pp.

Guidelines for teachers based on the aural-oral approach, including brief notes on objectives, principles, teaching techniques, classroom and lesson suggestions. A few definitions and selected references.

California, Los Angeles City Schools, Division of Instructional Services. *English for the Non-English-Speaking: An Instructional Guide for Junior and Senior High Schools.* (Experimental Publication No. X-43.) Los Angeles, 1965. vii, 44 pp.

A general teacher's handbook. Outlines linguistic and cultural course content for beginning, intermediate, and advanced levels, points out student problems to be expected, and suggests general teaching procedures, extra drills and games. Bibliography.

California, San Diego City Schools. *Guidelines for Teaching English as a Second Language in Secondary Schools.* San Diego, 1966. vi, 185 pp.

Includes course outlines, content description, sample lesson plans, general methodology, supplementary cultural material, and evaluation procedures for beginning, intermediate, and advanced levels.

California, San Francisco Unified School District. *Course of Study in English for Foreign Born Adults: An Experimental Sequential Curriculum in English for the Foreign Born.* San Francisco, 1966. 44 pp.

A description of an eight-level adult program from level 1 to college preparatory. Includes objectives, details of course content, methods, a bibliography of texts used at each level, and list of book publishers.

Ceylon, Department of Education. *A Handbook for Pupil Teachers of English as a Second Language.* Valaichchenai, Ceylon, 1964. 120 pp.

Includes remarks on objectives, the oral approach, selection of material, work with large classes, detailed procedures for the first ten lessons, and ideas for teaching aids.

Clarkson, Marjorie. *English as a Second Language: A Guide for Primary Teachers.* London: Evans, 1966. 79 pp.

Practical suggestions on how to teach children English as a second language through the hearing, speaking, reading, writing sequence. Stresses the necessity for making practice interesting and effective.

Davies, Alan. "The Use of English—Abroad." *UE* 17:3.234-36 (1966).

Presents the case for a general culture approach rather than a literary approach to the teaching and testing of English abroad.

Davis, Frederick B. *Philippine Language-Teaching Experiments.* (Philippine Center for Language Study Monograph Series #5.) Quezon City: Aleman Phoenix, 1967. xi, 180 pp.

Reports on two language-teaching research projects in the Philippines which study: (a) the effectiveness of introducing reading activities and English as the medium of instruction at various grade levels; and (b) the effects of teaching in the schools, a Philippine language which is not the native language of the students, and the advisability of introducing only one non-native language at a time

Derrick, June. *Teaching English to Immigrants.* (Education Today: Language Teaching.) London: Longmans, 1966. 256 pp.

Outlines a skill-oriented structural-situational approach to teaching English to immigrant children in British schools. Included are a basic syllabus; a discussion of English phonology with identification of problem areas; a detailed discussion of oral teaching techniques including suggested drills, games, and free language activities; and chapters on reading and writing, remedial language teaching, and the importance of teaching aids. Annotated bibliography.

Feigenbaum, Irwin. "The Cultural Setting of Language Teaching." *ETF* 3:4. 11-13 (1965).

A discussion of the dialogue as a means of presenting cultural information.

Finocchiaro, Mary. *English as a Second Language: From Theory to Practice.* New York: Regents, 1964. 143 pp.

Presents in non-technical language a general chapter on the English language and language learning, followed by chapters on the curriculum, developing the language skills, materials and techniques of instruction, testing and evaluation and a chapter on "do's" and "don't's." Appendix contains some definitions of useful terms and a bibliography.

Gorosch, Max and Carl-Axel Axelsson. *English Without a Book: A Bilingual Experiment in Primary Schools by Audiovisual Means.* Berlin: Cornelsen, 1962. 52 pp.

Describes 1957-60 experiments including results obtained and problems still unsolved. Appendix contains recorded text of *English Without a Book.*

Guénot, Jean. *Pédagogie Audio-Visuelle des Débuts de l'Anglais.* Paris: S.A.B.R.I., [1964]. 290, [3] pp.

Describes a 1959-62 experiment in teaching spoken English to French-speaking adults by audio-visual methods.

Guerrero, Nieves J. "Teaching Better Listening Habits." *MSTEQ* 13:4&14:1. 46-48 (1963-64).

Suggests several types of listening exercises.

Gutschow, Harald. *Englisch an Volksschulen: Probleme und Arbeitsformen.* Berlin: Cornelsen, 1965. 207 pp.

A general methodology handbook. Includes discussion of problem areas likely to have relevance for the elementary school teacher, with practical suggested solutions. Covers teaching goals, methodology, language skills, course content, cultural considerations, and teaching aids. Linguistically oriented; frequently makes reference to basic works in the field. In German, with numerous examples in English. Appended are a selected bibliography of works in German and English, and a list of German/English equivalents for classroom terminology.

Guzman, Videa P. de. "From Straight Imitation to Free Conversation." *MSTEQ* 16:2 & 3.5-13, 20 (1966).

Author explains the principle of language learning as a continuum moving from manipulation to communication, offers a list of "technemes" or teaching techniques, with examples; classified according to a manipulation-communication scale.

Higgins, John J. "Hard Facts: Notes on Teaching English to Science Students." *ELT* 21:1.55-60 (1966).

Advocates giving special attention to structures and general vocabulary which are used in science materials and which are considered problems for the adult English learner.

Hill, L.A. "Programmed Instruction and the Class Teacher." *ELT* 21:1.45-50 (1966).

Discusses the principles of programmed instruction, especially the notions of changing behavior rather than conveying information, and of constant testing for reinforcement.

Hok, Ruth. "Oral Exercises: Their Type and Form." *MLJ* 48:4.222-26 (1964).

Presents oral exercises as falling into five types (repetition, substitution, conversion, pyramid and combination), and as appearing in five forms (dialogue, game, play acting, conversation based on given stimulus, and repetition as "exploded drill").

———. "Principles and Techniques Characteristic of the Oral Approach." *LL* 16:1&2.87-92 (1966).

Presents in outline the principles and techniques of the approach employed by the English Language Institute of the University of Michigan.

Lott, Bernard. "Conversation Practice." *ELT* 19:1.18-23 (1964).

Suggestions for an approach aimed at meaningful, varied, and linguistically useful practice. Includes list of possible topics.

Madsen, A.J. Hald. *Teaching English in Brazil.* (The American Language Series.) Rio de Janeiro: Instituto Brasil-Estados Unidos, 1964. xi, 163 pp.

A book of practical linguistics and methodology for teachers of English in Brazil. Includes sections on language form and structure, steps to language mastery, and finally a discussion of course schedules, teaching techniques, and lesson planning.

Martens, Rudolf. *Englisch ab 3. Schuljahr: Vorlaüfiger Bericht über einen Versuch an Volksschulen und Gymnasien in Kassel.* Berlin: Cornelsen, 1964. 30 pp.

Report on an experimental program to introduce English as the first foreign language in the third grade, two years earlier than usual. Describes the organization, methods, and goals of the experiment and discusses the results, the effects on the children, and the implications for the rest of his instruction and for the introduction of the second and third foreign languages in later grades.

Mayer, Helen. "The Teaching of English to Primary School Children in Italy." *ELT* 20:3.252-54 (1966).

Author outlines basic steps she took in teaching by the direct method. Keynote was total involvement on the part of the children—learning English in conjunction with drawing, gymnastics, and singing activities.

Nance, Afton Dill. "Essentials of an Effective Program of Teaching English as a Second Language." In *Report of the Conference on Understanding and Teaching Mexican-American Children and Youth: Oxnard, October 16-17, 1964.* Sacramento, Calif.: California State Department of Education, n.d. pp. 30-33.

Especially aimed at the problems of Mexican immigrants in the Southwest. Emphasizes the need for thoroughly equipped teachers, awareness of the psychological aspects of bilingualism, coordination of programs of social studies, art, music, and physical education into the basic English program and an appropriate guidance program.

New York City, Board of Education. *Handbook for Language Arts: Pre-K, Kindergarten, Grades One and Two.* (Curriculum Bulletin, 1965-66 Series, No. 8.) New York, 1966. 416 pp.

Specific and detailed comments on basic considerations of second language learning, the program, establishing sentence patterns, comparative analysis (English with Spanish, Italian, German, Polish), and rating oral language ability.

———. *Teaching English as a New Language to Adults.* (Curriculum Bulletin 1963-64 Series, No. 5.) New York, 1964. 180 pp.

First section deals with principles and methods of teaching, including list of contrasting structure patterns between English and Spanish, German, and Polish. Brief sections on speech and intonation, reading and writing skills, and audio-visual aids. Next three sections deal with teaching beginning, intermediate, and advanced classes. Each section has introductory part on aims and methodology, as well as detailed suggestions on content of material to be taught and techniques of presenting it. Emphasis on oral work, with some attention to reading, writing, arithmetic, citizenship, etc. Suggested drills, lesson plans, and sample lesson. List of references for teacher and students.

Nichols, Alan C. "Apparent Factors Leading to Errors in Audition Made by Foreign Students." *Speech Monographs* 31:1.85-91 (1964).

Describes an experiment designed to determine the effect of sentence length, vocabulary level, and naturalness on rates of errors made by foreign students in transcribing material presented orally.

Pandit, Prabodh Bechardas, ed. *Linguistics and English Language Teaching: Proceedings of a Seminar held at the Centre of Advanced Study in Linguistics at Deccan College, Poona.* (Deccan College Building Centenary and Silver Jubilee Series, 36.) Poona, India: Deccan College Postgraduate and Research Institute, 1965. 130 pp.

Discusses the problems of teaching English in non-English medium schools in India. Topics include approaches, particularly the structural approach; pronunciation; grammar; fluency, expression and comprehension; text books; testing; the teaching of language and literature; and teacher training.

Pascasio, Emy R. "The Role of Language and Culture in the Teaching of Literature." *PJLT* 3:1 & 2.19-26 (1964).

A general description of language and culture followed by an analysis of a context approach to language teaching.

Paterno, Adelaida. "TESL in a Capsule (For Laymen and Beginning Teachers)." *MSTEQ* 16-2 & 3.26-36 (1966).

A discussion in question-answer format. Distinguishes between "second" and "foreign" languages and describes the variations in approach to teaching them. Also comments on problems of Filipino language speakers (principally Tagalog and Visayan) in learning English.

Perren, G.E., ed. *Teachers of English as a Second Language: Their Training and Preparation*. Cambridge: Cambridge Univ. Press, 1968. 233 pp.

A collection of papers by experienced British linguists and educators. Emphasis is on teaching English overseas in countries where English is the medium of school instruction or the language of wider communication. Themes touched upon include the contribution of linguistics, the place of literature, relationships with syllabus reform, examinations, in-service training, standards of attainment, local varieties of English, and the language preparation of teachers for whom English is not the mother tongue.

Phillips, Nina. *Conversational English for the Non-English Speaking Child.* New York: The New York City School Volunteer Program, 1967. ii, 134 pp.

A handbook for volunteer teachers. Outlines general background of English teaching, and some of the problems and needs of the students. Discusses teaching aids and techniques, suggests materials for various aspects of English, lists some examples for use in teaching particular points of vocabulary or grammar, and comments on testing and evaluation. Also gives guidelines for program directors, including notes on new teacher orientation.

Prescha, Ursula. "Englisch in 3. Schuljahr." *Englisch: Eine Zeitschrift für den Englischlehrer* 1:2.39-43 (1966).

Describes an experiment in six Berlin elementary schools in which English studies were introduced earlier than usual, in the third year of school. Includes details concerning physical facilities, special materials, aural and visual aids, actual classroom presentation and results.

Romero, Cesar J. "Direct Questions in the Teaching of Conversation." *ELT* 20:2.109-12 (1966).

Discusses the generally underestimated importance of the direct question, and outlines steps in teaching students how to ask questions and elicit answers with added information as in actual conversational situations.

Scott, Charles E. "Teaching English as a Foreign Language." *EJ* 54:5.414-18 (1965).

Comments on the importance of TEFL and its historical background. Outlines the basic principles of language learning underlying TEFL methodology, in particular the differences between first and foreign language acquisition, and describes specific applications of these principles.

Sernal, Maria. "Integrated Pronunciation and Structure Drills." *MSTEQ* 15:3. 20-26 (1965).

Exercises to correlate the teaching of the three sounds of final *ed* and *s* with various grammatical patterns in which they can occur.

Sittler, Richard C. "Teaching Aural Comprehension." *ETF* 4:2.3-9 (1966).

Suggests an explanation for poor aural comprehension and procedures to improve it.

"Special TESOL Section." *FFLR* 3:2.5-17 (1965).

Includes brief methodological comments, program descriptions, and a bibliography by experts in the field.

Steeves, Roy W., et al. *A Handbook for Teachers of English (Americanization-Literacy)*. Sacramento: California State Dept. of Education, 1966. iii, 69 pp.

Based on practical experience in Americanization programs, the handbook discusses roles of teacher and student, course content and sequencing, methods and techniques of teaching, criteria for text selection, evaluation of student progress, as well as of the program itself, and the role of administrator of an adult education program. Bibliography follows each chapter.

Stryker, Shirley L. "Applied Linguistics: Principles and Techniques." *ETF* 3:1.1-6; 3:2.8-13; 3:3.7-11; 4:1.19-24; 4:3.12-16 (1965-66).

Deals with the sentence, the sounds of English and their patterns, English morphology and the relationship between morphology and syntax. Reviews definitions, analyzes forms, and suggests teaching techniques and classroom drills.

Sundermann, Karl-Heinrich. *Zur Methodik und Didaktik des Englishunterrichts: Eine Kritische Bibliographie in- und auslandischen Schrifttums*. Dortmund: Lambert Lensing, 1966. 145 pp.

Reviews and short analyses of selected German publications on modern language instruction and the teaching of English, covering a period from 1920-1965, followed by a similar group of reviews on works by non-Germans, dating from 1904-1965.

Tate, Gloria. *Firm Foundations: A Teacher's Handbook for the Cook Islands: English Language*. 2 vols. Wellington, New Zealand: Islands Education Division, Department of Education, New Zealand, n.d.

For teachers of Maori children in the Cook Islands primary schools. Linguistically oriented and based on a contrastive study of English and Maori, the volumes, *Speech* and *Structure*, analyze in non-technical language problem areas in pronunciation and grammar respectively, and offer practical suggestions for teaching. Exercises and discussion questions end each section.

Temple, David G. and Douglas A. Collin. *English Lesson Patterns for Teachers of English as a Second Language in the Upper Classes of Primary Schools.* Lusaka: Oxford Univ. Press, 1966. 44 pp.

Suggestions for lesson planning designed to supplement regular texts and teacher's manuals. Areas covered include reading, drills, written work, and planning the week's work.

Unger, Malka. "Sentence Production." *ETB* 1:9-14 (1965).

A discussion of variations in the techniques of oral drilling, with numerous examples.

U.S. Department of Health, Education and Welfare, Office of Education. *Curriculum Guide to Adult Basic Education: Intermediate Level.* Washington, D.C., 1966. vii, 229 pp.

Outlines basic course in reading, writing and related skills. Occupationally oriented and intended for grade levels four to eight. Section on teaching English to non-native speakers emphasizes learning oral communication skills as well as reading and writing. Identifies probable structural and phonological difficulties of Spanish, German, or Polish speakers learning English. Suggested lesson plans for integrated teaching of language skills in a subject context.

Wishon, George E. and Thomas J. O'Hare, eds. *Teaching English: A Collection of Readings.* Cairo: The American Univ. in Cairo Press, 1966. vi, 153 pp.

A collection of readings (the majority 1954-62) designed to serve as a methodology text in in-service training seminars and teachers colleges. General approach reflected is oral-aural. Discussion topics are provided at the end of each chapter.

West, Michael. "The Problems of Mistakes." *TEng* 9:2.11-14 (1966).

Describes four causes of errors made by English language students and suggests remedies.

PRONUNCIATION

Baird, Alexander. "Transformation and Sequence in Pronunciation Teaching." *ELT* 20:2.103-6 (1966).

Describes various types of contextualized exercises intended to help students distinguish stress and contrastive intonation in English. Introduces the concepts of "nucleus" or "tonic," "pretonic" and "tail".

Chreist, Fred M. *Foreign Accent.* (Prentice-Hall Foundations of Speech Pathology Series.) Englewood Cliffs, N.J.: Prentice-Hall, 1964. xliv, 114 pp.

Designed for speech therapists and teachers working with second language learners in clinics and schools in the U.S. Introduces the literature on speech and language interference, melody and intonation in foreign accent, patterns of stress and rhythm, and speech and the idiom in foreign accent. Extensive bibliography.

"English Intonation—Neutral Tunes and the Nature of the Changes of Tune." *ENL* 10:5.8-13 (1965).

Explanation and sample sentences for teaching basic intonation patterns in Australian English.

"English Sentence Rhythm—A Graded Treatment." *ENL* 10:5.2-8 (1965).

Suggestions for teaching, with practice material.

Henning, William A. "Discrimination Training and Self-Evaluation in the Teaching of Pronunciation." *IRAL* 4:1.7-17 (1966).

Report of a study indicating that discrimination training is an effective technique in teaching pronunciation and making the student more critical of his own efforts.

"Is This Your Problem?: The Use of Word Linkers in English." *ENL* 10:4.7-12 (1965).

An explanation of English word liaison, followed by practice material for word linking and sentence rhythm.

Lewis, J. Windsor. "Teaching the Pronunciation of the Structural Words." *LL* 15:3&4.115-17 (1965).

Description of and suggestions for teaching the special pronunciation difficulties presented by structural words because of their stressed and unstressed forms.

Madsen, A.J. Hald. "The Case for Phonemic Transcription as a Teaching Aid." *ETF* 3:3.3-6 (1965).

Sanderson, P. *English Consonant Clusters.* (Pergomon Oxford English Series for Overseas Students.) Oxford: Pergamon, 1965. ix, 98 pp.

Reference book for teachers. General and specific discussions on consonants, and on ways of teaching single consonants and clusters in various environments.

Tibbitts, E.L. "Barking up the Wrong Tree? or Does a Rise Follow a Fall?: Some Thoughts on the Teaching of English Intonation." *ELT* 21:1.24-33 (1966).

An analysis of some meanings expressed by intonation. Suggests that initial concentration in the classroom should be on stress rather than intonation, and that intonation may be better learned by imitation than by application of rules.

GRAMMAR

Broughton, Geoffrey. "An Early Oral Drill Technique." *ELT* 19:3.114-20 (1965).

Description of the use of teacher-made flash-cards in drilling grammatical structures with large groups.

Bruton, J.G. "Overlap." *ELT* 18:4.161-66 (1964).

A discussion of meaning overlap in vocabulary, and of grammatical situations where alternative forms are possible, sometimes with attendant differences in meaning. Advocates avoiding confusion for the student wherever possible.

Byrne, D. "Teaching The Passive." *ELT* 20:2.127-30 (1966).

Points out the importance of teaching where to use the passive as well as how, and suggests ways of practicing the passive forms in meaningful situations.

Close, R.A. "Explaining Usage." *ELT* 18:4.154-61 (1964).

Warns the teacher against profferring too many, too detailed, or too advanced explanations which the learner may ask for.

Eclipse, Estela C. "Presenting the Adjective Using The Direct Technique." *MSTEQ* 16:2 & 3.49-54 (1966).

Practical suggestions for teaching stress patterns in adjective-noun and noun-noun combinations, and word order of single word and word-group modifiers, as well as for increasing vocabulary.

George, H.V. "The Substitution Table." *ELT* 20:1.41-48 (1965).

Reviews the context, form and use of substitution tables as visual aids in drill work.

Ghatage, A.M. "Language Teaching and Syntactic Analysis." *Indian Linguistics* 26:189-95 (1965).

A brief examination of procedures used in presenting dialog utterances. Gives examples of simple forward and reverse types of buildup, and presentations based on immediate constituent, string and transformational analyses.

Guerrero, Nieves J. "Oral Cues for Pattern Drills: Perfect Tense." *MSTEO* 15:1 & 2.15-21 (1965).

Illustrates types of drills of varying complexity to generate conversation practicing the present perfect tense.

Heathcote, G. "Simple or Progressive?" *ELT* 20:1.35-40 (1965).

Points out questions of usage to be considered in teaching the tenses and describes solutions put forward by various scholars.

Jacobson, Rudolfo. "The Role of Deep Structures in Language Teaching." *LL* 16:3&4.153-60 (1966).

A report of a study intended to show that the learning of a number of apparently identical constructions in modern English can be simplified if the teaching is based upon a deep analysis of the grammatical principles involved.

Kreidler, Charles W. "English Prepositions." *ELT* 20:2.119-22 (1966).

Because students must try to learn prepositional phrases as "whole units," author suggests need for classification of patterns to facilitate efficient learning, and has, as a beginning, compiled a list of 24 sub-groups that fit pattern 18C in Hornby's *A Guide to Patterns and Usage in English* (see *RLM:2*, p. 14): verb + (preposition) + (pro)noun + preposition + (pro)noun.

Laforteza, Ofelia. "Oral Cues for Pattern Drills: Present Tense." *MSTEQ* 15:1 & 2.21-24 (1965).

Illustrates how oral cues, cutouts, and phrase cards may be used by the teacher to generate conversation practicing the habitual and continuous present tense.

Lee, W.R. "Grading." *ELT* 18:2.82-88 (1964).

Continues entry in *RLM:2*, p. 38. Discusses the bases for sequencing in presentation of structures.

Limaye, Mohan R. "A Note on the Passive Voice with Suggestions for Teachers." *TEng* 9:1.38-44 (1966).

Presents numerous examples of the use of the passive which might be incorporated into remedial drills.

Mihailović, Ljiljana. "The Agent in the Passive Construction." *ELT* 20:2.123-26 (1966).

Demonstrates how the verb determines the choice between passive constructions with the expressed agent and those with the deleted agent. Classifies agent-optional verbs and agent-obligatory verbs.

Morris, I. "The Factor of Purpose in Grammar Teaching." *ELT* 21:1.38-44 (1966).

Comments on three purposes of the study of grammar at higher levels: to establish the system of the spoken and the written language; to supplement the description by an examination of the language in action in speech and writing; to evaluate usage.

Ney, James W. "Transformation Grammar in a Ryudai Classroom." *LL* 15:1 & 2.51-59 (1965).

Results of a study of senior English majors at the Japanese language University of the Ryukyus indicate that students taught transformational grammar, as presented by Roberts, Chomsky, and Lees, produced a higher proportion of acceptable sentences than students taught immediate constituent analysis.

Paterno, Adelaida. "Using Grammar to Help Reading Comprehension." *MSTEQ* 13:4 & 14:1.19-35 (1963-1964).

Illustrates and analyzes sentence patterns of English and basic syntactic structures for expanding sentence patterns, and shows how a grammatical analysis, reduction to the basic pattern followed by synthesis of the original whole, can help students with reading comprehension.

Phrasal Verb Exercises. Special Issue. *ENL* 11:1.2-43 (1966).

A brief explanation and thirty-seven pages of exercises on phrasal verbs, keyed to units of *Situational English* (see above, p. 2). Collected from 1962-64 issues.

Ruiz, Macario B. "The Relative Difficulty of English Tense-Aspect Modifications." *PJLT* 4:1&2.18-28 (1966).

A report on a tense-aspect study based on 1,100 compositions written by Hiligaynon students randomly chosen from Grades V through first year college, with suggestions for teaching points of particular difficulty. Report includes frequency-of-error tables, reference bibliography.

Smolska, Janina. *Wzory Zdaniowe w nauczaniu jezyka angielskiego* [Model sentences in the teaching of the English language]. Warsaw: Państwowe Zakłady Wydawnictw Szkolnych, 1965. 130 pp.

A comprehensive, linguistically-oriented study of English sentence patterns for the preparation of teachers of English. Numerous examples provided for each pattern, occasional contrasts with Polish equivalents. Pattern analysis (in Polish, except for occasional terminology) is done from the point of view of aiding actual skill rather than increasing theoretical knowledge. Makes suggestions for classroom teaching of the patterns.

"Work for More Advanced Students: Defining Relative Clauses." *ENL* 10:5.14-16 (1965).

Explanatory notes followed by sentence-pattern examples.

VOCABULARY

Higa, Masanori. "The Psycholinguistic Concept of 'Difficulty' and the Teaching of Foreign Language Vocabulary." *LL* 15:3&4.167-79 (1965).

Suggests that clear understanding of what "difficulty" is, and how it may be measured, would help to improve curriculum preparation. Selects five main factors reflecting relationships between previously learned words and new words to be learned. Reference bibliography.

Jones, R.M. "Situational Vocabulary." *IRAL* 4:3.165-73 (1966).

Distinguishes between "closed" and "open" vocabulary situations (e.g., the closed class containing the days of the week, or the open class of the word "house" and all associated concepts) and positioned (when the order of the words in a class is fixed, as numbers) or unpositioned situations, and notes the importance of presenting vocabulary in its linguistic situation.

Parry, John. "First-Year Vocabulary Selection in the Primary School." *ELT* 19:3.111-14 (1965).

Practical suggestions for teaching vocabulary to African and Asian children through situations: school, compound, playing house and shop.

Salewsky, Rudolf. *Aufbau and Pflege des englischen Wortschatzes*. Paderborn: Ferdinand Schoningh, 1964. 77 pp.

A detailed study of vocabulary learning and development from the first contact with the foreign language to quite advanced ability including idioms and nuances of meaning. Comments on active and passive vocabulary, modes of learning, influence of the mother tongue, word frequency studies, and use of a dictionary, as well as word classes, synonyms, antonyms and homonyms, and deeper levels of meaning.

Yazon, Francisca Olivares. "Vocabulary Building in Relation to Language Teaching." *PJLT* 3:1&2.53-79; 3:3&4.81-90; 4:1&2.87-92 (1964-66).

A discussion of techniques of teaching vocabulary at the advanced level. Stresses the importance of teaching the student to recognize contextual clues, distinctive features of words, and connotational meaning. Notes areas to be taught for production and those for recognition.

READING

Allen, Virginia French. "The Ladder Series and the Learning of English." *ETF* 4:1.13-18 (1966).

Describes a series of some 140 simplified American books, graded in vocabulary (1,000 to 5,000 words) and how they may serve as a basis for class exercises and as a source of cultural background information.

Bumpass, Faye L. "Learning to Read in a Foreign Language." *ABCLB* 1:4 (1965).

Outlines the steps in the development of reading skill, emphasizing the necessity for intensive oral practice before and during the process. Reference chiefly to pupils in the elementary grades. Suggestions for classroom activities such as drills and language games.

Carroll, John B. "The Analysis of Reading Instruction: Perspectives from Psychology and Linguistics," chapter 14 of Ernest R. Hilgard and Herman G. Richey, eds., *Theories of Learning and Instruction*. Chicago: Univ. of Chicago Press, 1964. Pp. 336-53.

Analyzes the processes by which a child learns to read and comments on the contributions of psychology to the teaching of reading.

——. "Some Neglected Relationships in Reading and Language Learning." *EE* 48:6.577-82 (1966).

Contrasts "language learning" and "learning to read" and discusses some implications for the teaching of reading, especially the idea of programming materials for the teaching of reading as opposed to self-programming by a child as he learns to understand and speak his native language. Proposes a balance of structured and unstructured reading materials for teaching.

Dimitrijevec, Naum R. "Teaching Reading in English as a Foreign Language." *ETF* 3:3.16-20 (1965).

Describes an experiment designed to test the efficacy of an intially oral approach following by reading as opposed to simultaneous introduction of speaking and reading. Subjects were two groups of 11-12 year olds in a Yugoslav elementary school.

Downing, John. *The Initial Teaching Alphabet*. Rev. ed. New York: Macmillan, 1964. xxi, 150 pp.

An explanation of the "Augmented Roman" alphabet and a report on teaching with it during the first eighteen months. Includes a section on use for teaching English as a second language.

Friedman, Mildred M. "Teaching Reading in English as a Second Language." *Inter-Pret* 1:2.6-7 (1966).

Notes the necessity for speaking before reading and for reading in the native language first. Stresses the need for research and scientifically planned materials.

Fry, Edward. "Judging Readability of Books." *TEd* 5:1.34-39 (1964).

To determine the difficulty of reading material, author proposes a formula based on vocabulary load, complexity and sentence length.

Fyle, C.N. "Improving Reading Skills." *WAJE* 9:2.86-88 (1965).
Advocates the inclusion of speed reading courses in the secondary schools of West Africa. Discusses types of reading abilities and methods of teaching speed reading.

Hindmarsh, Roland. "The Use of Simplified Versions." *UE* 15:4.291-93 (1964).
Presents the case for the use of simplified versions in the face of an inadequate supply of suitable original material.

Horn, Thomas D. *A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction and Non-Oral-Aural Instruction on Reading Readiness in Grade One*. Austin, Texas: Univ. of Texas, 1966. 58 pp.

Describes the experimental comparison of the effectiveness of the three methods, as used with disadvantaged Spanish-speaking first graders in San Antonio. Bibliography and 12 appendices, including sample lesson plans, reading readiness checklist, and list of tests.

Lefevre, Carl A. *Linguistics and the Teaching of Reading*. New York: McGraw-Hill, 1964. xxiii, 252 pp.
An introduction to basic linguistics and a presentation of the contributions linguistics can make to teaching the literacy skills. Reading is approached as a reflection of structural patterns in language.

Lucas, Esther. "Organising an English Library at School." *ETB* 1:21-24 (1965).

Macmillan, M. *Efficiency in Reading: A Survey with Reference to the Teaching of English*. (ETIC Occasional Paper # 6.) London: The British Council, 1965. 22 pp.
Comments on aspects of rapid reading, training for comprehension, linguistics and reading efficiency, and efficiency in reading English as a second language.

Miller, D.C. *Teaching the Reading Passage*. London: Oxford Univ. Press, 1966. ix, 142 pp.
Suggests that teaching the reading passage include training in reading and comprehension, oral drill in vocabulary and structure, and considerable pronunciation practice. For use at the beginning and intermediate levels. Appendix contains a list of structure words and index.

Reed, David W. "A Theory of Language, Speech, and Writing." *EE* 42:8.845-51 (1965).
Discusses the relationship between speech and writing; the difference between reading and understanding; the "phonic" and "whole word" fallacies in approaches to reading. Reconsiders the definition of "linguistic forms" and recommends moving from the rules for the relationship between the spoken and the written symbols for linguistic forms, to structured materials for the learning of reading.

Scott, Charles T. "The Linguistic Basis for the Development of Reading Skill." *MLJ* 50:8.535-44 (1966).

An examination of the linguistic principles underlying the reading process and their application to teaching foreign students to read English. Posits the theory that the reading process is a vocal response to visual stimuli and suggests that reading be taught in three stages: oral reading drill, controlled reading, and free reading.

Stemmler, Anne O. "An Experimental Approach to the Teaching of Oral Language and Reading." *HER* 36:1.42-59 (1966).

A report on the research done by Thomas D. Horn (see entry above). Comments on the evolution of the approach from an initial emphasis on reading readiness techniques to a broader one involving the whole learning context.

West, Michael. "Criteria in the Selection of Simplified Reading Books." *ELT* 18:4.146-53 (1964).

Suggests that reading books should be selected and adapted according to reading stage of learning, and identifies and describes characteristics of four stages: "Introduction to reading for pleasure" (assuming a 450-750 head-word vocabulary); "Enjoyment," less childish in content (1,000-1,800 head words); "Foretaste" of more advanced books, conveying some flavor of the original (1,800-2,300 head words); and "Lead-in to unadapted books" (2,000-2,500 words for explanatory passages).

COMPOSITION, SPELLING, WRITING

Barrow, Leo L. "The Creative Approach to Composition." *CMLR* 22:4.34-35 (1966).

Advocates the imitation of literary models in teaching composition and outlines a four step method. Particular reference is to Spanish, but technique is generally applicable.

Briere, Eugene J. "Quantity Before Quality in Second Language Composition." *LL* 16:3&4,141-51 (1966).

A report on a pilot study designed to investigate the assumption that concern with quantity should precede concern with quality. Subjects were university foreign students in an advanced composition class.

———. "Testing the Control of Parts of Speech in FL Compositions." *LL* 14:1&2.1-10 (1964).

Describes types of assignments intended to control use of particular parts of speech in writing practice, and, by describing a controlled experiment at UCLA and its results, illustrates the need for constant empirical testing by teachers to determine validity of assumptions concerning the effectiveness of the assignments.

Dykstra, Gerald. "Eliciting Language Practice in Writing." *ELT* 19:1.23-6 (1964).

Suggests copying, followed by question-answering, fill-the-blanks and substitution-type practice with model paragraphs as a graduated approach to free composition.

Hakham, Moshe. "Guided Composition." *ETB* 1:15-16 (1965)

Hockey, S.L. "Are Spelling Lessons Effective?" *WAJE* 10:3.126-30 (1966).

Describes a 1965 experiment in Freetown, Sierra Leone primary schools designed to show whether spelling is taught better through formal lessons or through reading. Results indicated no loss of efficiency in learning spelling "incidentally."

Ilson, Robert. "The Structured Paragraph—A Way to Teaching Writing." *CMLR* 21:3.27-31 (1965).

Practical suggestions for teaching composition through imitation of passages from the reading text.

Inglis, Alexander and Elizabeth Connell. *The Teaching of Handwriting: Infant Teacher's Manual.* London: Nelson, 1964. 117 pp.

A discussion of principles, techniques, and methods is followed by a description of specific activities appropriate to various levels of learning. Focused on first language learning, but also relevant to foreign language learning.

Kaplan, Robert B. "Cultural Thought Patterns in Inter-Cultural Education." *LL* 16:1&2.1-20 (1966).

Author describes paragraph patterns in Semitic, Oriental, Romance and Russian languages and illustrates how these are transferred to student compositions in English. Suggests that students be shown the differences between their native rhetorics and English rhetoric, and that they be drilled in writing English paragraphs by means of such devices as the scrambled paragraph and outline completion.

Lott, Bernard. "Guided Composition." *ELT* 18:3.102-4 (1964).

Describes a lesson designed to bridge the gap between controlled and free composition writing in a classroom.

Miller, D.C. "Improving Written English." *WAJE* 9:2.74-79 (1965).

Author points out useful procedures for improving the teaching of spelling and punctuation; suggests types of written drills, based on a mastery of oral drills; deals briefly with letters and essays.

Mohr, Eugene V. "Writing English as a Second Language." *Inter-Pret* 1:2.8-9 (1966).

Outlines the requirements for development of proficiency in writing: practice of specific skills not employed in oral English, such as spelling, punctuation, alternative constructions, and paragraph development.

Moody, K.W. "Controlled Composition Frames." *ELT* 19:4.146-55 (1965).

Two illustrated approaches to controlled composition at beginning and more advanced levels.

Okyne, Robert R. "The Problem of Spelling in the Middle School." *GTJ* 45:9-17 (1965).

Comments on the sensory-motor aspects of spelling, the causes of error, and the remedies.

Pike, Kenneth. "A Linguistic Contribution to Composition." *CCC* 15:82-88 (1964).

Suggests that the principles employed in teaching oral language are applicable to composition. Presents a series of axioms about language, with writing exercises designed to make each aspect of the axiom meaningful to the student.

Pincas, Anita. "Teaching Different Styles of Written English." *ELT* 18:2.74-81 (1964).

Considers the need for and uses of different English writing styles and points out methods for guiding students by means of model paragraphs and substitution practice.

Polak, Hana. "An Experiment in Group Work." *ELT* 18:4.170-73 (1964).

An Israeli experiment in group composition progressing from summaries of readings through dialogues to play writing.

Rose, Brian. "Three Approaches to English Orthography." *TEd* 5:3.194-204 (1965).

Comments, with particular reference to application in Africa, on the Gattengo system in which color is a phonetic indicator; on the Lanham pronunciation spelling or phonemic method; and on the Initial Teaching Alphabet.

Rutaquio, Remedios. "On Extensive Writing." *MSTEQ* 15:1&2.30-32 (1965).

Suggests that fluency in writing may be developed through the assignment of long compositions preceded by vocabulary and structure drill.

Schwab, William. "Notes on Teaching Advanced Exposition." *PJLT* 2:3&4.23-26 (1964).

Outlines a set of principles for an advanced composition course.

Slager, William R. "The Teaching of Composition." *FFLR* 3:3.4, 10 (1965).

Discusses controlled composition; suggests that after oral preparation under teacher's guidance the student begin composition by summarizing or deriving paragraphs from a short, well-organized model.

Spencer, D.H. "Two Types of Guided Composition Exercise." *ELT* 19:4.156-68 (1965).

Describes controlled exercises at the sentence and paragraph levels, which provide context and emphasize word order and meaningfulness.

Sutherland, Kenton K. "The Place of Dictation in the Language Classroom." *CDN* 2:2.1 (1966).

Tachakra, Rati. "Remedial Work in English for Class IX." *TEng* 8:2.20-29 (1964).

Presents, with an introductory comment, a series of exercises designed to help students correct errors of agreement in their written work.

Villanueva, James. "Introductory TEFL Steps to Formal Composition Writing." *MSTEQ* 16:4.18-21, 49 (1966).

Outlines a controlled, contextually-oriented procedure, with practical specific suggestions for the teacher.

Wardhaugh, Ronald. "Syl-lab-i-ca-tion." *EE* 43:7.785-88 (1966).

Notes the failure of most writing on the subject to take into account the findings of modern linguistics. Isolates several basic facts.

West, Michael. "The Problem of Spelling." *ELT* 20:1.10-14 (1965).

Notes that spelling may be learned by memorizing rules, remembering pattern examples, and forming visual images, the last facilitated by the use of a spelling dictionary.

LITERATURE

Backus, Joseph M. "'He Came into Her Line of Vision Walking Backward': Non-sequential Sequence-Signals in Short Story Openings." *LL* 15:1&2.67-83 (1965).

Analyzes the use of sequence-signals in short story openings and traces the development of this use, its different kinds and effects. Based on an examination of 1001 American short stories, also serves to demonstrate one way in which linguistic theory can be applied to the study of literature.

Edwards, Paul. "Wordsworth's 'Michael' and the African Reader." *UE* 15:4.275-79 (1964).

Illustrates a culturally oriented technique for teaching English literature overseas.

Higa, Chotoku and James W. Ney. "Literature in the Lower Division Foreign Language Course." *PJLT* 3:3 & 4.45-52 (1965).

Describes an experimental reading course designed to bridge the gap between drill classes and literature classes. The course was given to 300 students in the University of the Ryukyus on Okinawa.

Lumbera, Bienvenido. "Literature and the High-School Curriculum." *MSTEQ* 14:2 & 3.1-4 (1964).

Discusses inappropriate and appropriate objectives for the literature course.

Pincas, Anita. "Special Reading Materials for EFL Students—*Cry, the Beloved Country*." *MSTEQ* 13:4 & 14:1.12-18, 86 (1963-64).

Notes the distortions of literary value occasioned by the abridgment of *Cry, The Beloved Country* and suggests kinds of materials that might be successfully edited for ESOL classes.

TEACHING AIDS

GENERAL

Burlakova, A.P. "Konkurs smelkalki [Contest of wits]." *IJŠ* 2:119-25 (1965).

Illustrates the use of riddles, rebuses, puzzles, and other contests in teaching English.

Cole, L.R. "Some Basic Aspects of Audio-Visual and Audio-Lingual Theory and Technique." *AVLJ* 4:1.28-31 (1966).

Largely a discussion of monotony in language learning, and how to avoid it through the flexible use of audio-visual and audio-lingual techniques and tools, and their close integration with class work.

Estarellas, Juan and Timothy F. Regan, Jr. "Tomorrow's Language Lab Today." *FFLR* 4:2.3-4 (1965-66).

Discusses an audio-video dial selection language laboratory.

Guenot, J. "Language Laboratories and Still Pictures in Modern Language Teaching." *IJAYE* 16:1.40-46 (1964).

Comments on laboratories in general, particularly in relation to levels of language proficiency, and on the usefulness of pictures in practice at the advanced level.

Harrell, Dolly D. "The Language Teacher's Little Black Bag." *AVI* 11:8.627-31 (1966).

Describes the University of Texas Foreign Language Media Laboratory, where materials and modern teaching equipment for the classroom and laboratory are assembled for student experimentation.

Jump, James R. "Games in the Language Lesson." *ML* 47:2.72-75 (1966).

King, Paul E. "Multisensory Teaching Tools and the Very Young Language Learner." *AVI* 11:8.639-41 (1966).

Describes the Bilingual Readiness in Primary Grades project designed to show that the language readiness needs of English and Spanish-speaking children could be met in the same classroom and demonstrating the significant contribution of audio-visual tools meaningful to the child.

Lee, W.R. and Helen Coppen. *Simple Audio-visual Aids to Foreign-language Teaching*. London: Oxford Univ. Press, 1964. v, 122 pp.

A practical guide for using and making classroom aids. Appendices include a listing of books, wall pictures, charts, filmstrips, and films.

Nostrand, Howard Lee. "Audio-Visual Materials for Teaching the Social and Cultural Context of a Modern Foreign Language: Their Bearing upon Pre-Service Education." *DFL Bulletin* 5:3.4-6 (1966).

Materials for language learning and demonstration materials for teachers in training are considered, grouped according to whether they present culture incidentally or systematically.

———. "A Shared Repertory of Audiovisual Materials for Foreign Languages, Language Arts, and Social Studies?" *AVI* 11:8.624-26 (1966).

Notes the kinds of audio-visual materials (still pictures, sound films, tapes/discs) useful for such a repertory, and the topics (culture, social structure, ecology of the population, and national character) to be illustrated by it. Suggests exploring the possibility of establishing such an interdisciplinary repertory in order to broaden perspectives and develop cross-cultural understanding.

Pirtle, Wayne G. "A Multiple Response Device in Foreign Language Learning." *MLJ* 48:1.39-40 (1964).

Describes an electronic device consisting of switches and panels of lights to be used in the immediate testing of learning and reinforcement of correct responses.

Vernon, Peter J., ed. *The Audio-Visual Approach to Modern Language Teaching: A Symposium.* London: National Committee for Audio-Visual Aids in Education, 1965. 80 pp.

Contains papers on the use of still pictures, the gramophone, tape recorder, radio, television, film and film loop, as well as general discussions of audio-visual aids and methods, language laboratory organization and use, and a particular approach to audio-visual teaching of French.

AURAL

Bale, Kenneth. "Choosing a Tape-Recorder." *OVAC* 9:16-20 (1964).

Presents points to consider in buying a tape-recorder and suggestions for its care and use.

Bung, Klaus. "Language Laboratory Work for Advanced Students and the 'Audio-Adapter'." *Contact* 8:31-37 (1966).

Description of laboratory techniques to elicit free conversation from small groups of advanced students. Explanation of author's "Audio-Adapter" for use in limited laboratories.

Burkart, Edward I. "Toward Greater Efficiency in the Language Laboratory." *ETF* 2:4.12-19; 3:1.13-19 (1964-65).

Part I, Operation of the Language Laboratory, discusses the technical aspects of the laboratory including equipment, laboratory supervision, control and identification of tapes, and recording and editing of tapes. Part II, The Use of the Laboratory, discusses the relationship of the teacher and the student to the laboratory, and advanced level teaching materials for laboratory use.

Cardwell, Richard A. "The Language Laboratory as a Teaching Machine—Equivocal Response and Psychological Choice: An Attempt at Resolution." *AVLJ* 4:2.57-68 (1966-67).

Suggests that carefully programmed drill material may be used in the laboratory to help the student develop a feeling for the language in the areas where a "psychological" choice must be made. Examples are from Spanish.

Cole, L.R. "Using a Language Laboratory Course." *ML* 47:4.151-55 (1966).
In enumerating the advantages and disadvantages of using the language laboratory, author suggests its principal roles may be as an instrument of preparation, consolidation and revision. Selected bibliography.

Crossman, David M. "The Acquisition of a Language Laboratory: Circa 1966." *AVI* 11:8.634-36 (1966).

Frink, Orrin. "A Design for an Audio Electronic Repeater." *MLJ* 48:2.78-82 (1964).
Describes a device which provides for flexibility of pacing in language laboratory work and saves recording time. Repeater can be set to provide from one to ten repetitions of an utterance.

Hacikyan, A. "Report on a Short-Range Language Laboratory Research—English as a Second Language." *CMLR* 21:1.37-39 (1964).
Describes an eight-week experiment at the University of Sherbrooke, Canada, designed to test the effectiveness of the language laboratory in short-term non-intensive English classes.

Hocking, Elton. *Language Laboratory and Language Learning.* (Monograph No. 2.) Rev. ed. [Washington, D.C.]: DAVI, National Education Association, 1967. 224 pp.
A non-technical description of the instructional aspects of the language laboratory, intended for language teachers and audio-visual specialists. Includes sections on current research, achievements, and prospects of the language laboratory.

Hocking, C.S.W. "The Answer to Industry's Language Problem?" *IL* 3:1.5-8 (1964).
Comments on Britain's need in industry for speakers of foreign languages, problems of training them, and the laboratory's usefulness in this connection.

Hutchinson, Joseph C. "The Language Laboratory: How Effective Is It?" *SL* 46:4.14-17, 39-41 (1964).
Identifies five elements required for laboratory effectiveness and reviews research dealing with particular aspects of laboratory use.

Kieser, W.E. "Hints on the Teaching of Modern Languages: On Tape Recorders and Language Laboratories." *CMLR* 20:4.31-35 (1964).

Meckel, Silas A. "Tricks with Teaching Tapes." *NSPI Journal* 4:1.10-11 (1965).
Describes ways of eliciting realistic and creative student responses in the laboratory.

Moore, S. and A.L. Antrobus. *An Introduction to the Language Laboratory.* (Nuffield Foreign Languages Teaching Materials Project, Reports and Occasional Papers No. 2.) [London]: Nuffield Foundation, 1964. 24, [vi] pp.

Practical suggestions for the establishment, use, and maintenance of a language laboratory. Included are an example of a language laboratory session and specific staffing, siting, and equipment suggestions. Appendices contain a glossary of terms, a select bibliography, and a list of British suppliers of language laboratories and audio-visual and audio-lingual materials.

Newman, Samuel W. "The Language Laboratory and the Electronic Classroom." *Hispania* 48:1.102-4 (1965).

Advocates the electronic classroom rather than the language laboratory for foreign language drill work in U.S. high schools.

Newmark, P.P. "What Language Laboratories Can Do." *IL* 5:2.42-48 (1966).

A discussion of the goals and kinds of language laboratory practice; tapemaking: monitoring; the general effectiveness of the laboratory; and needed research and the author's estimate of the probable results.

Paneth, Eva. "The Teacher's Apprentice." *ML* 45:2.68-73 (1964).

Suggestions for the improvement of language laboratory programs, including the possible formation of a central agency for the exchange of tapes used in schools. Examples from German, but methodologically adaptable to English teaching.

Probyn, H.E. "The Role of the Monitor in the Language Laboratory." *AVLJ* 3:3.137-41 (1966).

Comments on roles of the teacher and of the language laboratory, and explains why more precisely planned monitoring would be beneficial to both student and teacher.

Proctor, Leslie. "Self-Instruction in the Language Laboratory." *AVLJ* 4:1.5-12 (1966).

A preliminary report on an experimental course in French intended to research language learning activities and the use of the language laboratory for complete self-instruction.

Roemmele, J.A. "The Language Laboratory as an Aid in Oral Tests Overseas." *ELT* 21:1.50-55 (1966).

———. "The Practice and Method of Language Laboratory Teaching." *ELT* 20:2.153-58 (1966).

Examines opposing views concerning value of language laboratories, points out practical advantages, and offers suggestions for presentation of instructions and material, spacing and timing.

Scherer, George A.C. "The Use and Misuse of Language Laboratories." *GQ* 38:3.335-44 (1965).

Suggests ways of laboratory scheduling, more efficient uses of teachers and laboratory, and methods of correlating class and laboratory materials to derive full benefits from the laboratory.

Sculthorp, Mabel A.L. "The Language Laboratory: Its Role in Adult Language Courses in Great Britain." *IL* 3:1.2-3 (1964).

Presents the laboratory as a teaching aid whose effectiveness is determined by the material used in it.

Spencer, Richard E. and Edmond L. Seguin. "The Relative Effectiveness of Earphones and Loudspeakers as a Means of Presenting a Listening Test in a Foreign Language." *MLJ* 48:6.346-49 (1964).

Suggests earphone performance superior. Notes necessity for research to identify factors in language learning.

Stack, Edward M. *The Language Laboratory and Modern Language Teaching*. Rev. ed. New York: Oxford Univ. Press, 1966. xiv, 234 pp.

A practical guide for teachers providing specific descriptions of techniques and procedures for the classroom, language laboratory, and related activities. Includes new chapters on techniques of laboratory operation, expanded chapters on methodology and testing.

Stryker, Shirley L. "Pattern Drills in the Language Laboratory." *ETF* 2:4.21-25 (1964).

A description, with examples, of various kinds of pattern drills.

Turner, John D. *Introduction to the Language Laboratory*. London: Univ. of London Press, 1965. 110 pp.

Includes comments on the mechanics of the laboratory, types of equipment, appropriate materials and methods, the role of the laboratory in a teaching program, and the organization and administration of a laboratory.

Whitehouse, J.C. "First Encounter: Introducing Groups to a Language Laboratory." *IL* 3:2.43-44 (1964).

Suggests that students be introduced to the laboratory by means of a carefully prepared orientation tape.

VISUAL

"Action Drawings as a Teaching Mechanism." *ENL* 11:3.5-16 (1966).

A series of simple drawings easily copied on the blackboard for use in tense review drills.

Bale, Kenneth. "Making Slides or Filmstrips Using the Photographic Method." *OVAC* 12:24-26 (1965).

Botham, C.N. "Some Reflections on Wallcharts." *OVAC* 13:34-36 (1966).

Practical suggestions for making effective posters, wallcharts, and teaching charts.

Claxton, Madge. "Picture Sets for English Language Teaching." *OVAC* 10:8-11 (1964).

Cole, L.R. "The Visual Element and the Problem of Meaning in Language Learning." *AVLJ* 4:2.84-87 (1966-67).

Suggests that the picture, although useful at various stages of language learning, is not the essential element in giving meaning to sound sequences.

Finocchiaro, Mary. "Visual Aids in Teaching English as a Second Language." *ABCLB* 1:5 (1966).

Practical suggestions for the use of hand signals, teacher's and student's clothing, classroom furniture and other real objects, games and play acting, charts and picture files, the flannel board, the pocket chart, and the vocabulary wheel in vitalizing the language lesson.

Hill, L.A. "For the Young Teacher: Blackboard Drawing." *ELT* 21:1.60-62 (1966).

Notes, with specific examples, the usefulness of blackboard drawing in presenting new material, in testing, and in providing material for oral and then written composition.

Hornby, A.S. "Blackboard Work for Presenting Tense Usages: Oral and Written Work." *ELT* 20:2.167-69 (1966).

Advocating formation of correct associations through situation, author illustrates how a picture on the blackboard can be used as the basis for oral sequences demonstrating tenses, statement, question and answer forms. Suggests practice with sequences of sentences for follow-up written work, with substitution and transformation-type variations.

Maris, Maria. "Visual Transparencies for the Overhead Projector." *Hispania* 48:4.878-80 (1965).

Notes increases in control, effectiveness of explanations and realism in classroom conversational subject matter possible through the use of overhead projectuals illustrating everyday situations.

Parry, John. "Making it Real." *ELT* 20:2.143-45 (1966).

First part contains practical suggestions for making props to be used in teaching shopping situations in the English lesson, and several model dialogs between shopkeeper and children. Second part gives suggestions for representing streets, houses, and traffic situations.

Pejpkova, Zdenka. "Prispevek k pouzivani obrazu v jasykovem vyucovani [The use of pictures in language-teaching]." *CJŠ* 8:10.455-56 (1964).

Differentiates descriptive pictures and problem-situation pictures and suggests the place of each in a course.

Probyn, Hugh. "Applying the Direct Visual Approach in Modern Language Teaching." *Visual Education*, November 1965, pp. 5-7.

Advocates the development of a new approach characterized by initial teaching in the laboratory, use of visual aids to implant concepts, audio material to supply verbal form. Student would spend one half his time in the audio-visual laboratory, working independently.

Rogers, Margaret. "But I Just Can't Draw!" *LATEPO* 1:1.3-8 (1966).

Suggestions for preparation and use of homemade visual aids in language teaching.

Rowlands, David. *A Puppet Theatre for Language Teaching.* (Nuffield Foreign Languages Teaching Materials Project.) [London]: Nuffield Foundation, 1965. 36 pp.

Contains instructions for making a puppet theatre and puppets, suggestions for classroom use, and six puppet plays.

Saitz, Robert L. "Gestures in the Language Classroom." *ELT* 21:1.33-37 (1966).

A discussion of the importance of gesture in communication. Advocates contrastive study of gesture by language teachers and suggests the kinds to be presented in the classroom.

Simpson, R.F. "Visual Aids or Visual Hindrances?" *OVAC* 12:9-12 (1965).

Aids are useful insofar as they help the teacher in leading the students to make their own discoveries.

Stout, Irving W. and Grace Langdon, compilers. *The Use of Toys in Teaching English to Non-English Speaking Children.* Tempe, Ariz.: Bureau of Educational Research and Services, College of Education, Arizona State University, 1964, iii, 104 pp.

Report of a 1959-64 pilot study with Navajo Indian children indicating that toys are useful teaching aids, helping to convey new cultural concepts, provide insights into the native culture and the child's thinking, and develop creativity and free use of the language.

Sutherland, Kenton K. "Visual Aids for Language Teaching: Gestures and Hand Signals." *CDN* 3:1.5-8 (1966).

Zwieback, E.A. "Two Aspects of Audio-Visual Language Teaching." *AVLJ* 2:3.3-8 (1964).

Suggests the use of visual aids to illustrate the motion of the mouth in the articulation of sounds, and to teach a student how to relate a concept to a vocal symbol other than that used in the mother tongue.

TELEVISION, FILMS

Applegate, Joseph R. "Motion Pictures in Foreign Language Instruction." *Visual Education*, April 1966, pp. 33, 35.

Recommends motion pictures to introduce new patterns in context, based on contrastive analysis to isolate areas of difficulty.

Billows, Lionel, David Hicks, and Desmond O'Connor. *View and Teach.* 2 vols. [London]: BBC/British Council, 1964-66.

Prepared to accompany a series of 24 films for teachers of ESOL. The aims, audience, methodology of the series are explained and the main points of each film summarized. Suggestions for discussion following the films are included.

Bouloc, Pierre. "L'utilisation du Film Animé dans l'Enseignement d'une Langue Vivante." *AVLJ* 4:2.75-82 (1966-67).

A presentation of lesson plans incorporating TV films. Examples are from French.

Cripwell, Kenneth K.R. *Teaching Adults by Television.* (Faculty of Education Occasional Paper, 6.) Salisbury, Rhodesia: Univ. College of Rhodesia, 1966. ix, 129 pp.

A report of an experiment in the teaching of elementary English and Arithmetic to adult Africans on the Copperbelt, Zambia, 1963-1965. Describes the texts, aids, methods used and the teachers' roles in the three experiments. Detailed statistical data included.

Hammond, Robert M. "Practical Problems: Using Film in the Language Class." *DFL Bulletin* 5:3.7-8 (1966).

Suggestions for dealing with physical, budgetary, and other types of problems in selecting, obtaining and showing films for language teaching. Stresses the necessity for choosing equipment with clarity of sound and for repeated viewing of film materials.

Hickel, Raymond. *Modern Language Teaching by Television: A Survey Based on the Principal Experiments Carried Out in Western Europe.* Strasbourg: Council of Europe, Council for Cultural Cooperation, 1965. 185 pp.

Hill, L.A. "The CETO 'English for Everyone' Series." *ELT* 19:4.164-67 (1965).

The history and development of these experimental television films. Includes a description of the material covered and the "programme kit."

Malandain, Claude. *Utilisation des films fixes pour l'enseignement des langues vivantes aux enfants: Problèmes psychologiques liés a l'utilisation d'images et films fixes chez l'enfant.* Paris: Didier, 1966. 152 pp.

An experimental study of the possibilities and limitations of the use of film in modern language teaching.

Moskowitz, Gertrude. "TV Versus Classroom Instruction in Foreign Language: A Study of Elementary School Children's Attitudes." *JEE* 33:2.175-81 (1964).

Discusses responses to an attitude questionnaire indicating that the medium of television may not be as suitable for teaching foreign languages as it is to other areas of instruction in elementary schools.

Queenan, Bernard P. "English for Everyone: The History of a Project." *CETO News* 13:47-52 (1966).

Covers general problems of teaching language by television as well as specific stages in the production of the CETO program.

Zilen, Elizabeth and William H. Thomas. "Teaching Language Arts in Samoa." *EE* 43:7.730-31, 91 (1966).

Outlines the 1964-65 program for grades 1 to 8 in American Samoa and notes the questions raised by the use of television as the medium of instruction, particularly in underdeveloped areas.

Preparation and Analysis of Materials

Alexander, L.G. "The Task of the Course-Designer Today." *EV* 14:215-21; 15:231-35; 16:247-49; 17:263-67 (1967-68).

In Part I, author outlines general principles for instructional materials, dealing with the skills to be taught at various stages, situational orientation, and grading. Part II is a discussion of the use of audio-visual aids, the choice of usage and grammatical theory and the pacing of presentation. In Part III the functions of the teacher's handbook and of tests and examinations are considered. Part IV contains an examination of how the theoretical principles can be applied in a "modern integrated course."

Ball, W.J. "An Analysis of the Sentence Patterns of Conversational English." *ELT* 20:1.55-67 (1965).

Presents 46 "roughly prescribed" stimulus-response patterns of conversational English for use in senior secondary schools.

Birnie, J.R. and I.R. Johnson. "Developments in Language Laboratory Materials." *ELT* 20:1.29-35 (1965).

Suggests that the laboratory, particularly in developing areas, can be used to teach new material and advocates production of programmed self-instructional branched courses based on error analysis.

Coe, G.E.B. "Context into Syllabus." *ELT* 18:4.166-69 (1964).

Suggests ways of collecting and analyzing language materials showing usage in particular situations and on the basis of this corpus, forming a contextually and grammatically graded syllabus.

Foster, David William. "A Model for Drilling Some Points of Grammar." *LL* 15:1 & 2.7-15 (1965).

Presents a method of preparing grammar drills incorporating insights of contrastive analysis and transformational grammar.

Grayshon, M.C. "English Text-books in West Africa." *WAJE* 8:1.18-23 (1964).

Sets out guidelines for preparation of primary and secondary school textbooks, in terms of a child's learning processes. Stresses importance of tailoring a text to the cultural environment for which it is intended.

Handscombe, R.J. *Topics of Conversation and Centres of Interest in the Speech of Eleven and Twelve-Year-Old Children*. (Nuffield Foreign Languages Teaching Materials Project, Reports and Occasional Papers, 8.) [London]: Nuffield Foundation, 1965. i, 20 pp.

Presents information from 40 tapes of English secondary school children which can be used as material for compilers of courses in English as a second language. Also presents linguistic and pedagogical comment.

Hornby, A.S. *The Teaching of Structural Words and Sentence Patterns.* 4 vols. London: Oxford Univ. Press, 1959-66.

Continues entry in *RLM:2,* p. 68. *Stage Four* presents patterns which, in the author's analysis, do not lend themselves easily to oral presentation and drills.

Kaczmarski, Stanislaw P. "Language Drills and Exercises—A Tentative Classification." *IRAL* 3:3.195-204 (1965).

Plaister, Ted. *English Monosyllables: A Minimal Pair Locator List for English as a Second Language.* Honolulu: East-West Center Press, 1965. 86 pp.

Designed to facilitate the preparation of drill materials for pronunciation. Entries are arranged first by vowel, and within the vowel groups, by final consonant(s).

Rand, Earl. "The Irregular Verb: A Classification for Teachers." *ETF* 3.2.14-18 (1965).

Divides English irregular verbs into four groups on the basis of root vowel change in the verb's base.

Reibel, David A. "The Contextually-Patterned Use of English: An Experiment in Dialogue-Writing." *ELT* 19:2.62-71 (1965).

Outline of procedure for writing four-line dialogues with interchangeable alternants for each line, holding context constant but varying grammar and vocabulary.

Sarma, G.V.L.N. "A List of Professional Words Commonly Used in Technology and Engineering." *TEng* 9:1.49-54 (1966).

Srivastava, Indra Swarup. "An Analysis of Common Errors in Intermediate English." *TEng* 9:1.26-38 (1966).

Classifies and gives examples of errors made by students on certain standard examinations.

Sutaria, Minda C. *Basic Readers for English Teaching.* (PCLS Monograph Series, 4.) Quezon City, P.I.: Phoenix, n.d. xv, 245 pp.

Guidelines for the preparation and evaluation of beginning English textbooks, especially readers, for elementary school pupils who have learned to read their native language.

West, Michael. "The Principles and Technique of Vocabulary Selection." *EV* 12:189-92 (1966).

Woolrich, B. "Writing Language Laboratory and Classroom Drills." *ELT* 19:2.54-61 (1965).

Specific examples of varied types of drill cues, including word, phrase, sentence, fact, picture, number, sound effect, stress feature, synonym, and antonym.

Preparation of Teachers

Brooks, Nelson. "The Ideal Preparation of Foreign Language Teachers." *MLJ* 50:2.71-78 (1966).

An outline of a new discipline: language instruction; its objectives: language competence, cultural insight and literary acquaintance; and the areas of study which should, for the attainment of these objectives, be included in the preparation of a foreign language teacher: philology, literature, psychology, linguistics, anthropology, didactics and technology.

Center for Applied Linguistics. *University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language: 1966*. 5th rev. ed. Washington, D.C., 1966. iv, 130 pp.

Contains information on degrees, course offerings, and faculty and staff in fields indicated in 98 institutions. Also includes information on courses in modern and ancient languages.

Close, R.A. "What Qualifications do we Need for the Teaching of English as a Foreign Language?" *ELT* 20:2.98-102; 20:3.217-23 (1966).

In first part, author states two requirements as being essential: knowing English, and having a capacity to teach. Defines both in practical terminology. In second part author discusses main problem areas which students face (phonological, lexical, grammatical), and the methods which teachers must be ready to use in coping with these problems.

English Language Services. *How To Teach English: A Self-Instructional Course*. Washington, D.C., 1965.

Consists of five workbooks and accompanying films and tapes, with a console containing the film projector, and the machines to play tapes and audio cards. Covers English phonology, English grammar, general methodology of foreign language teaching, methodology of English teaching, and special problems.

English-Teaching Information Centre. *Academic Courses in Great Britain Relevant to the Teaching of English as a Second Language*. London: English-Teaching Information Centre, The British Council, 1966–. Annually.

———. *English as a Second Language: Academic Courses in Great Britain: Teaching of English, Linguistics and Phonetics. English Studies*. London: The British Council, 1963-1965.

Hok, Ruth. "Testing Teacher Trainees by Means of Closed-Circuit Television and MLA Film No. 5." *LL* 14:1&2.55-59 (1964).

A description of the examinations used by the English Language Institute (Ann Arbor, Mich.) for evaluating teacher trainees' grasp of teaching theory and possible applications to the classroom situation. One examination consists of student analysis of a live demonstration on closed-circuit television. The other entails comment and/or answering of questions based on the course content, with the MLA language teaching film no. 5 as the point of departure. Includes test questions used by two of the teachers involved.

McKinney, James E. "In-Service Training: Ways and Means." *MLJ* 48:8.483-86 (1964).

Practical suggestions regarding applied linguistics, psychology and methodology, and the language laboratory and audio-visual aids for in-service workshops.

Mueller, Theodore H. and Henri Niedzielski. "Programmed Instruction in Teacher Retraining (NDEA Institutes)." *MLJ* 50:2.92-97 (1966).

Description and evaluation of the use of the Audio-Lingual Language Program-French Program for reshaping language habits, especially in pronunciation, of teachers trained by traditional non-oral methods. Results showed considerable improvement, particularly for low proficiency students.

Ohannessian, Sirarpi and Lois McArdle. *A Survey of Twelve University Programs for the Preparation of Teachers of English to Speakers of Other Languages.* Washington, D.C.: Center for Applied Linguistics, 1966. 26 pp.

Parry, John. *Beginning English in the Primary School.* (Teacher Training Series, Teacher Training Talks, 1.) London: Educational Recordings, BBC, and British Council.

An LP record designed for teacher training colleges or in-service training. Topics covered include the first lesson, the role of context and practice, and the choice of vocabulary.

——. *Teaching Reading.* (Teacher Training Series, Teacher Training Talks, 2.) London: Educational Recordings, BBC, and British Council.

LP record covering the choice of materials, reading readiness, and initial reading.

Politzer, Robert L. "Toward a Practice-Centered Program for the Training and Evaluation of Foreign Language Teachers." *MLJ* 50:5.251-55 (1966).

A plan to supplement the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students. Proposes measurement of teachers' actual classroom performance as well as of their preparation. Further suggestions include increased use of "micro-teaching" and greater emphasis on "practice-centered" training in general in teacher preparation programs.

———. Training Foreign Language Teachers and Research in Language Teaching at Stanford University." *LR* 8:1.3-4 (1966).

Describes the three types of training which make up the program, with particular comment on micro-teaching. Also describes the Center for Research and Development in Teaching, with emphasis on experimentation and evaluation of practice-centered techniques.

Rees, Alun. "The Training of Foreign-Language Teachers at the National University of Trujillo." *LC* 22:24-32 (1966).

Describes a tentative five-year linguistically-oriented course for Peruvian teachers of foreign languages including English.

Slager, William R. and David P. Harris. "The First NDEA Institutes in English as a Second Language: Some Observations on Their Curricula." *CE* 26:7.559-62 (1965).

Comments on the participants, programs and course content of the 1964 summer institutes offered at the University of California at Los Angeles and the University of Puerto Rico, for elementary and secondary teachers and their supervisors.

Smolins, Gwen. "English for Immigrants." *LATEPO* 1:1.13-14 (1966).

Description of a one-term course for teachers of English to immigrants held at the Institute of Education in London.

Language Testing

GENERAL

Educational Testing Service, Cooperative Test Division. *Modern Languages—Teaching and Testing: A Work Kit to Accompany a Film and Filmstrip Program.* Princeton, N.J., n.d. 25 pp.

Contains sample items (with recording) to test speaking, listening, reading, and writing, and suggestions for preparing tests.

Leon, Pierre R. "Les Tests en Prononciation." *CMLR* 22:4.16-27 (1966).

Comments, with examples from French, on the content, techniques, and general principles of testing pronunciation.

Seelye, H. Ned. "Field Notes on Cross-Cultural Testing." *LL* 16:1&2.77-85 (1966).

Comments on the problems encountered in developing a cross-cultural test evaluating an American's knowledge of Guatemala.

Upshur, J.A. "Cross-Cultural Testing: What to Test." *LL* 16:3&4.183-96 (1966).

Author examines and expands H. Ned Seelye's "Field Notes on Cross-Cultural Testing" (see above), maintaining that test items on a cross-cultural test should include the set of observed behaviors that the subject must understand, and the set of behavioral patterns that the subject must appropriately perform. Identifies further problems needing research.

Valette, Rebecca M. "Evaluating the Objectives in Foreign-Language Teaching." *IRAL* 4:2.131-39 (1966).

Calls for development in testing to parallel the broadened scope of language teaching. Describes ways of testing, listening, speaking, reading and writing skills and suggests areas for further research.

ENGLISH

Berggren, Ola. "Is Translation a Good Language Test?" *ELT* 20:3.206-13 (1966).

Notes the deficiencies of translation as a device for measuring true language proficiency and suggests alternatives.

Goswami, Prahulladatta. "Tests and Examinations in English." *TEng* 9:1.6-11 (1966).

Suggests that comprehension questions are more effective than précis writing as testing devices.

[Great Britain]. Department of Education and Science. *The Examining of English Language: Eighth Report of the Secondary School Examinations Council, 1964*. London: Her Majesty's Stationery Office, 1964. ix, 69 pp.

Report includes discussions of the use of English papers, criticisms and suggestions for improvement of the English Language Examination at the Ordinary Level, and the conclusions and recommendations of the committee. The Appendix contains a proposed syllabus for the form and scope of a specimen paper for the English Language Examination at the Advanced Level.

Harris, Alan C. "Writing Quizzes: Observations and Suggestions." *ETF* 4:3. 9-11 (1966).

Suggests ways of making tests teaching as well as measuring devices.

Harris, David. "English as a Second Language: Testing." *Overseas* 3:5.22-25 (1964).

Describes the development and makeup of TOEFL (Test of English as a Foreign Language), designed as a standard, objective tool for determining the English language proficiency of persons applying for study in the U.S.

Jameson, Gloria Ruth. *The Development of a Phonemic Analysis for an Oral English Proficiency Test for Spanish-Speaking School Beginners*. Austin: Univ. of Texas, 1967. vii, 187 pp.

Part I of a two-part study conducted in conjunction with the San Antonio, Texas Language Research Project. Reviews existing tests, outlines a contrastive analysis of English and Spanish phonology, and analyzes the results of a test given to pre-school and first grade children, describing the main areas of phonological difficulty for the Spanish-speaker learning English. (For Part II of the study, see entry under Ott.)

Kaplan, Robert B. and Robert A. Jones. "Evaluation of Relative Foreign Student Success." *LL* 14:3 & 4.161-66 (1964).

Report on a study to determine the validity of certain screening tests. The authors conclude that a completely valid set of testing instruments does not yet exist.

Kjellmer, Goran. "Measuring Language Proficiency is Easy/Difficult/Impossible." *MS* 61:1.10-19 (1967).

Describes the requirements for an efficient proficiency measurement tool, and presents an alternative to the usually used written proficiency tests: the multiple-choice test. Includes a sample 50-item test with score sheet.

Macmillan, M. "Comprehension Testing in Quicker Reading Courses." *ELT* 18:3.109-16 (1964).

Comments on various courses available and suggests that test passages should be understandable in a single reading at normal speed and that questions should assess assimilation, not vocabulary or style.

——— . "The Examining of Written English." *WAJE* 8:2.83-86 (1964).

A report on the syllabus adopted March 1964 for the West African Examinations Council's General Certificate of Education examination in English Language. New emphasis treats English as a second rather than a native language. Author comments on the effects which the new examination will have on the teaching of English in Africa.

McArdle, Lois. "TOEFL: Program for the Testing of English as a Foreign Language." *LR* 6:3.2-3 (1964).

Comments on the background of TOEFL, its differences from other tests of English as a foreign language, its content, and its validity and reliability.

Mohan, Kamal and L. Vishwanath. "A Test for Studying the Burden of Communication on Structure and Content Words." *TEng* 9:1.19-26 (1966).

Contains a test designed to show whether English structure or content words carry greater communication load.

Ott, Elizabeth H. *A Study of Levels of Fluency and Proficiency in Oral English of Spanish-Speaking School Beginners.* Austin: Univ. of Texas, 1967. ix, 169 pp.

Part II of the study on the development of a proficiency test for oral English done in cooperation with Gloria Jameson (see above). Reviews the literature on second language teaching and testing, describes the procedures of the test and analyzes the resulting data, making recommendations for further testing programs.

Paterno, Adelaida. "Improving Our English Language Tests." *MSTEQ* 15:1&2. 40-53 (1965).

Suggests that an English language test should test all elements of English and all four language skills. Also comments on validity of three sample tests.

Sako, Sydney and Benjamin Fruchter. "Statistical Study of the Prediction of Language Achievement of Foreign Students." *LL* 15:1 & 2.43-49 (1965).

Concludes that a combination of entrance English Comprehension Level test and aptitude test scores seems to give the maximal predictive utility for language performance. Includes tables and bibliographical references.

Shillan, David. "Fresh Thinking About Oral Examinations." *ELT* 18:3.104-9 (1964).

Gives brief description of various developments in GCE testing, and author's own systematic tests on oral comprehension, using tape-recorded passages.

Spencer, Richard E. and Paul D. Holtzman. "It's Composition—But Is It Reliable?" *CCC* 16:2.117-21 (1965).

A report on the research on testing the English of foreign students at Pennsylvania State University. Suggests that language proficiency be taken as unidimensional rather than four-dimensional.

Wilkins, George W., Jr. and E. Lee Hoffman. "The Use of Cognates in Testing Pronunciation." *LL* 14:1 & 2.39-43 (1964).

Authors believe that cognates, although often troublesome in early stages of foreign language teaching, may prove useful in a testing situation, especially for testing command of writing-speaking correspondence following listening-speaking phase. Figures illustrate results of authors' oral production tests.

Programs in Specific Geographic Areas

GENERAL

Fox, Melvin. "English as a Second Language: Development." *Overseas* 3:5. 14-17 (1964).

A survey of the increasing need for English in overseas countries, how the need can be met, factors affecting the development of English-teaching resources overseas, and U.S. resources and activities in the field at home and abroad.

Guss, Allene. "Peace Corps English Teaching Program." *LR* 6:1.1-2 (1964).

A report covering the types and locations of programs, pre-service training of volunteers, evaluation of program effectiveness, and consequences for volunteers upon return.

Kadler, Eric and Bernard Flam. "Some Notes on Foreign Language Teaching in Other Countries." *MLJ* 48:7.434-37 (1964).

Survey of recent developments in Australia, Canada, France, West Germany, Great Britain, Italy, Netherlands, New Zealand, Norway, Sweden, and Switzerland.

Marckwardt, Albert H. "Teaching English as a Foreign Language: A Survey of the Past Decade." *LR* 9:5.(Supplement 19)1-8 (1967).

A summary of the development and growth of the field, particularly in the United States. Considers the demand for English language instruction throughout the world, the influence of linguistics on language teaching; the types of instructional materials and other publications produced; and the current needs in the field.

Parker, Donald D. "The Future of English in Asia." *The International Language Review* 11:34.3-12 (1964).

A review of the use of English as a lingua franca in the multilingual countries of Asia, including historical and present-day reasons for the current situation.

Pattison, Bruce. "English as a Foreign Language over the World Today." *ELT* 20:1.2-10 (1965).

Comments on the world-wide position of English, with particular reference to Africa and India, and attempts to reassess its function in its several contexts.

Perren, G.E. and Michael F. Holloway. *Language and Communication in the Commonwealth*. London: Her Majesty's Stationery Office, 1965. 54 pp.

A general statement outlining selected major problems of language and communication in the Commonwealth. Included are discussions of languages of wider communication, language and education, language in government and industry, and applied language studies.

Shugrue, Michael F. and Thomas F. Crawley. "The Conclusion of the Initial Phase: The English Program of the USOE." *PMLA* 82:6.15-32 (1967).

A survey of the programs sponsored by the Office of Education to upgrade curriculum, materials, teacher preparation and other aspects of the teaching of English in the United States, including English language instruction for speakers of other languages.

West Indies, University of, Faculty of Education. *Language Teaching, Linguistics, and the Teaching of English in a Multilingual Society*. Kingston, Jamaica, 1965. 90 pp.

Report of a conference held April 1964, reviewing research and publications already existing and still needed for the field, and isolating possible applications and directions for further exploration. Latter half of the book consists of summaries of five previous research projects on English, creoles, bilingualism, and their effects on education.

AFRICA

Brandt, R.S. "A First-Year Intensive English Course for Training Colleges." *WAJE* 10:3.121-25 (1966).

Outlines a one-semester crash program for Northern Nigerian teacher training colleges in which basic English skills are emphasized in all subjects and the use of English stressed both in and out of the classroom, to up-grade English fluency of beginning teacher trainees.

Cawson, F.H. "The Educational Needs of Independent Africa." *GTJ* 45:30-36 (1965).

Of particular interest to the English teacher in this general discussion of educational reform are comments on problems of language learning and the need to improve methodology.

"Centre de Linguistique Appliquée de Dakar." *LR* 7:3.3 (1965).

Describes the objectives and functions of CLAD.

Clavering, E. and E. Cole. "Language Laboratories and West African Schools." *WAJE* 10:1.28-31 (1966).

A discussion of the establishment of a multi-purpose language room to be equipped step by step with various audio-visual aids. Specific details of establishment given, including equipment needed, problems encountered, and recommendations for solutions.

De Beer, A.G. *The Teaching of English as a Second Language in Afrikaans High Schools*. (Publication of the English Academy of Southern Africa.) [Pretoria, 1966]. 12, 5 pp.

Comments on the implementation of the syllabuses for Standards VI, VII, and VIII, with respect to teacher preparation, materials, pupil needs, and examinations.

Engholm, Eva. *Education Through English: The Use of English in African Schools.* Cambridge: Cambridge Univ. Press, 1965. vi, 182 pp.

Based on the author's experiences teaching children in Uganda. Comments particularly on techniques for teaching the writing of original prose and poetry, the reading and acting out of drama, and teacher training.

English Language Teaching in Nigeria: A Report of a Special Study Co-Sponsored by the National Universities Commission and the Federal Ministry of Education, Lagos, Nigeria and Financed by the Ford Foundation, September 1966. Lagos: National Universities Commission, 1966. x, 136, A1-22, B1-3, C1-6, D1-5, E1-7.

An outline of the problems and needs of Nigeria in the field of English language teaching and practical suggestions for their solution. *English Language Teaching in Nigeria: A Supplement to the September, 1966, Report* (December, 1966) contains ideas, situation analyses and suggestions submitted to the survey team during the course of the survey.

English Teaching in South Africa. (Papers of the Conference of Teachers of English Organized at the request of the Headmaster's Conference by the Grahamstown Private Schools, Rhodes University, 23-28 September, 1963.) Grahamstown, South Africa: Grahamstown Publications, 1964. 288 pp.

Includes papers on the aims of English teaching in the junior and senior schools; the teaching of literature, reading, composition, grammar, spelling, and vocabulary; setbook papers; and a general report.

Fry, Edward. "Reading Speed Improvement in Africa." *TEd* 5:3.204-8 (1965).

Describes the short reading improvement course given by the author to university students in Uganda, and the results obtained.

Grieve, D.W. "English Language Problems in West African Schools: A Survey." *WAJE* 9:2.69-73 (1965).

Describes the English language teaching scene in West Africa and the two key activities, training teachers and producing teaching materials. Points out the difficulty both for teaching and for materials preparation caused by the interference of the various non-standard dialects of English prevalent throughout West Africa.

Harrison, K.M. "Visual Aids Centres in Africa." *TEd* 6:2.124-33 (1965).

Discusses the functions of a visual aids center and the training of teachers to use visual aids.

Hartshorne, K.B. *The Teaching of English as a Second Language in South Africa.* (Publication No. 1 of the English Academy of Southern Africa.) [Pretoria, 1966]. 15 pp.

A set of two papers, one of which gives a general description of the position of English in the Republic of South Africa and the other, a more specific comment on the teaching of English to Bantu pupils.

Hill, P. "Some Problems in the Change-over from Swahili to English as the Medium of Instruction." *ELT* 20:1.49-54 (1965).

Mentions inappropriate and too difficult texts, and inadequate student and teacher language proficiency as among the problems, but cites as the basic problem lack of information on what the real difficulties are.

Hutasoit, Marnixius and Clifford H. Prator. *A Study of the "New Primary Approach" in the Schools of Kenya.* [Nairobi, Kenya: Ministry of Education, 1965.] 58 pp.

Report of a study to determine the quality of content, organization, supervision and development of materials, methods and teacher training for the new program; its effects on curriculum and methods in the total school system; social and political effects of English-medium instruction for Kenya in comparison with vernacular instruction; personnel and financial needs and resources for continuation of the program; and other relevant aspects of the new approach. Includes recommendations.

Kehoe, Monika. "The Teaching of English as a Third Language in Ethiopia." *ELT* 18:3.125-29 (1964).

A description of the problems involved, and changes now under way.

Lanham, L.W. "Teaching English to Africans: A Crisis in Education." *Optima* 15:4.197-204 (1965).

Outlines the difficulties created by long-entrenched methods of teaching English, mother tongue interference, and inadequate teacher training, with particular reference to the primary school situation.

——. *Teaching English in Bantu Primary Schools.* Johannesburg: Dept. of Phonetics and Linguistics, Univ. of Witwatersrand, 1966. ii, 61 pp.

Describes 1963-66 experiments in teaching English in Bantu schools in Johannesburg. Primary concerns were determining optimal ages for second language readiness, adequate materials, correction of pronunciation, the teaching of reading, and the development of objective tests.

Malherbe, E.G. *Demographic and Socio-Political Forces Determining the Position of English in the South African Republic.* (Publication No. 3 of the English Academy of Southern Africa.) [Pretoria], 1966. 23 pp.

Suggests that increasing use of English in teacher training colleges and in schools might offset the deterioration of English in South Africa.

McAdam, K.J. "Reading Improvement at University Level in East Africa." *TEd* 5:2.91-109 (1964).

Reports on the reading improvement program at Makerere University College. Included are comments on experiments and results.

McMagh, P. *The Teaching of English as a Second Language in Primary Schools in the Cape Province.* Pretoria: The English Academy of Southern Africa, n.d. 12 pp.

Report on a survey by questionnaire intended as the basis for an analysis of the primary school syllabus in second language teaching, how the syllabus is interpreted in various schools, and how teaching effectiveness might be improved.

Merry, Sara L. "Barriers to Communication in the Liberian Classroom." *WAJE* 10:2.84-85 (1966).

Author describes the multilingual situation in Liberian schools. Points out the need for a standard language for national stability and calls for specially prepared teaching materials for speech correction and improvement.

Miller, D.C. "The Limitations of Radio in the Teaching of English as a Second Language in Countries like Nigeria." *TEd* 5:1.21-29 (1964).

"Modern Technological Approaches to Education in East Africa." *TEd* 6:3.187-200 (1966).

Abstracts results of a five-week study on possibilities for technological solution to educational problems in East Africa, describing the situation prevalent, and the recommendations for a first project radio-correspondence English course to upgrade teachers in Tanzania, plus several alternative possibilities.

Moody, H.L.B. "Secondary School English Courses for West Africa." *WAJE* 8:3.177-79 (1964).

Gives some general guidance in the selection of secondary school English language courses. Also offers practical suggestions to teachers who want to gain information concerning publications in the field. Includes brief list of English courses for West Africa, available or in preparation.

Morris, Margery. "Learn to Learn: A Freshman Introductory Course." *ELT* 20:2.106-9 (1966).

Description of a three-week orientation course for freshmen at Ahmadu Bello Univ., Northern Nigeria. Included were study techniques, practice in spoken English, and a short speed-reading course.

O'Hagan, Charles G. "Education and Language." *TEd* 4:3.196-206 (1964).

Comments generally on education and language and specifically on the Kenyan child's language development. Outlines a three-language plan for Kenya including the content of teacher training college language courses.

Parry, John. "Primary English Lessons by Radio." *WAJE* 10:1.8-10 (1966).

Describes methodological principles and techniques used in preparation of BBC/British Council series of English language programs for beginning primary classes in East Africa.

Povey, John. "Institute for the Study of English in Africa." *LR* 8:2.2-3 (1966).

Brief description of the aims, officers, funding, and projects of the Institute.

Powne, Michael. "Reading Improvement Programmes in Uganda Secondary Schools." *TEd* 4:3.207-18 (1964).

Reports on the use of Edward Fry's reading improvement course (see entry *RLM:2*, p. 52) in Uganda in 1961-63.

Reid, Charlotte. "Teaching English by Television in Ghana." *GTJ* 45.41-45 (1965).

Saah, H.K. "A Mobile Teaching Aids Service." *OVAC* 9:6-9 (1964).

Describes the construction and outfitting of a van which travels around Ghana to provide in-service training in the use of visual aids.

Sharrocks, W.D. "Some Suggestions for the Improvement of Spoken English." *WAJE* 9:2.79-82 (1965).

A discussion of English proficiency in West Africa. Emphasizes the importance of aural-oral practice, and recommends wide use of audio-visual media, both in teacher training programs and in primary and secondary schools.

Tiffen, B.W. *English Language Teaching in Northern Nigeria: A Survey.* (Institute of Education Paper No. 1.) Zaria, Northern Nigeria: Institute of Education, Ahmadu Bello Univ., 1966. iii, 46 pp.

Considers the problems and aims of English language teaching in Northern Nigeria from primary school through university. Describes the role of the teacher training college and current experiments in Northern Nigeria.

Turner, J.D. *The Language Laboratory and the Teaching of English in Africa.* (Publication No. 2 of the English Academy of Southern Africa.) Pretoria, 1966. 14 pp.

Describes the situation in Southern Africa and defines the contributions of the language laboratory toward improved English language instruction.

Wallwork, Jean F. "Prose Literature in Africa." *ELT* 19:4.167-76 (1965).

Discusses the necessity for careful selection, from the point of view of linguistics as well as culture, of literature to be taught at pre- and early university levels. Recommends inclusion of African literature to increase motivation and appreciation.

THE AMERICAS

Abraham, Richard D. "Linguistics and Modern Language Teaching in Colombia." *MLJ* 48:4.215-22 (1964).

Alatis, James E. "Our Own Language Barrier." *AE* 1:1.12-13 (1964-65).

Identifies the language-handicapped students in the United States and comments on the pedagogical principles involved in teaching them English, on the need for materials and research, on teacher training, and on federal assistance.

Allen, Harold B. *TENES: A Survey of the Teaching of English to Non-English Speakers in the United States.* Champaign, Ill.: National Council of Teachers of English, 1966. [x], 158 pp.

Consists primarily of statistical information on programs, teaching situations, and materials for English as a second language in the United States. Information on the teacher, i.e. educational background, native language, experience, etc., and a chapter on the needs in the field are also included. Representative programs, conference reports, and the questionnaires used in the survey appear as appendices.

Bowen, J. Donald. "Montevideo Plays Host to Linguistic Studies." *ETF* 4:3. 17-19, 28 (1966).

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A report on and recommendations resulting from a 1958 country-wide survey of the teaching of English in Israeli elementary and secondary schools. Included are comment on general language attainment, analysis of texts and examinations, and a report on the observation of classroom teaching. The appendices contain syllabus requirements, questionnaires and tests used in the survey.

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———. "Papua-New Guinea Nationhood: The Problem of a National Language." *Journal of the Papua and New Guinea Society*, 1966.

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